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ABSTRACT

With funding from the Keep America Working Project, the West Hills Community College (WHCC) District initiated efforts to establish a rural vocational/technical education curriculum partnership between the college and the major unified school districts in its service area. The project focused on improving the competencies of high-risk students, the development of articulation agreements, the feasibility of establishing a technical preparation associate degree program, and other means of better serving students and improving relations between WHCC and local high schools. This report on the project provides a brief overview and evaluation, followed by 11 extensive appendixes which outline various procedures involved in the partnership development process. Appendix A contains WHCC's revised implementation plan, which includes project objectives, work to be done, anticipated outcomes, a project timetable, an implementation strategy, and a summary of the charrette process used to involve members of the community, high schools, students, college personnel, and project staff in the development of a mission statement for vocational/technical education in the area. Appendix B consists of the press release for the program. Appendix C lists possible courses for articulated agreements between WHCC and district high schools. Appendixes D through G contain contain letters, informational packets, and outcome summaries for the project charrettes. Appendix K provides information on the project's budget. (JMC)

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WEST HILLS COMMUNITY COLLEGE

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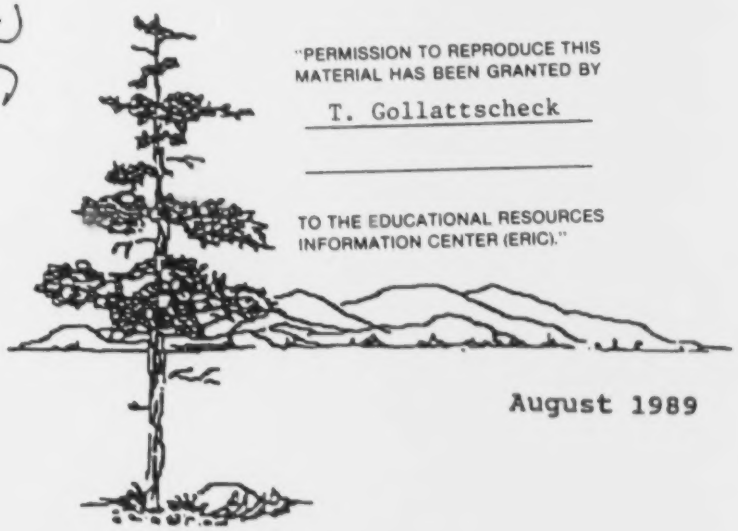
Keeping America Working Project

JC 900031

MID-TERM AND FINAL REPORT



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August 1989

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WEST HILLS COMMUNITY COLLEGE DISTRICT

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M I D - T E R M A N D F I N A L R E P O R T

August 1989

PARTNERSHIP DEVELOPMENT FUND
Keeping America Working Project

West Hills Community College

[NOTE: West Hills College's **REVISED IMPLEMENTATION PLAN** is included in the report as Appendix A. It will be used as a reference throughout the report. The **IMPLEMENTATION STRATEGY**, page 3 of the Revised Implementation Plan, is used as a guideline for the overall format of the report.]

SEPTEMBER 1988 Project Start-up

Activities

During the month of September, press releases were distributed to over ten local and regional newspapers. The initial "Check Receiving Ceremony" was staged at the local Sears Store in Coalinga. (See Appendix B for a copy of the press release and photo. Due to a communication oversight, the actual printed articles were not clipped and retained.)

Telephone calls were made to representatives at each of the six local high schools and pertinent educational/training agencies in the district to inform them of the Sears grant and upcoming project activity. Representatives were invited to a preliminary planning meeting at West Hills College in October.

Objectives Addressed: 1 and 2

October 1988 Develop a strategic task force to examine the various aspects of the rural vocation/technical partnership. The task force will be requested to develop a report of their findings:

1. Network with the community and high schools
2. Student competencies and needs
3. Curriculum
4. Articulation

5. Staff development opportunities
6. Student support services

During the month of October, representatives from four of the six area high schools, West Hills' top administrative staff, and a director of a local Regional Occupational Program (ROP) met and discussed vocational/technical educational partnerships. The following topics were considered in-depth:

-At-risk Youth
-Tracking Systems to Report Student Performance
-Preparatory-Technical Associate Degree Program
-Joint staff development Activities for Faculty

While the discussion was global in nature, enough specific information was identified to list potential courses for articulated partnerships. (See Appendix C, Possible Courses for Articulated Agreements between West Hills College and District High Schools.) Further, during these discussions, the agenda and timeframe were planned for the Charrette planning process which was used to fully execute the terms of the grant agreement.

Objectives Addressed: 1 through 8

Nov-Dec 1988 Conduct Charrette process - community, high schools, students, college personnel, working with project staff will review draft of task force reports completed in November.

During the month of November, a detailed mailing list was compiled. The list included all vocational/technical faculty in the region, top educational administrators, and pertinent businesses that could provide insight into the local "world of work". Subsequently, a letter was sent to approximately 100 constituents informing them of the Sears grant and inviting them to participate in a strategic planning process in December 1988 to

begin the development of formal articulation agreements. (See Appendix D, Invitation Letter)

From the reports of the preliminary planning task force, the Vocational/Technical Charrette Agenda and informational package were prepared. (See Appendix E, Vocational/Technical Charrette Package)

On December 7, 1988 from 9:00 am to 3:30 pm, West Hills Community College District conducted the Vocational/Technical Charrette, "A Strategic Planning Process" at the college. Over 125 participants from education, industry, and business were invited to participate in the charrette.

Although scheduling the workshop for December 7th appeared to be the most advantageous time in order to complete the objectives of the grant in a timely manner, the date, unfortunately, fell at a time when inclement weather (dense Tule fog conditions) made the geographical isolation of the various small agricultural communities a major consideration with respect to attendance. Nevertheless, approximately 30 individuals representing educational institutions, the business community, city government, and the nearby Avenal State Prison, participated in the planning activities.

January/February 1989	The planning document is compiled and put into report format to be critiqued by in-house project participants.
	The document is disseminated and meetings held with local schools to develop implementation strategies.

Following the Charrette, a summary report of the activities was drafted and finalized. The report was disbursed widely

throughout the WHC service district to key participants and constituents in the community. (See Appendix F for WHC President's transmittal letter and Appendix G for the Summary of a Charrette, "A Strategic Planning Process" report.)

[Note: Pages 1-15 of the Summary of a Charrette Report provide a detailed account of the Charrette's activities from inception to participant evaluations.]

Several letters were received to express appreciation and/or interest in the Charrette planning process. (See Appendix H - Constituent Letters).

Subsequently, West Hills College has had an opportunity to further discuss model vocational educational enrichment concepts with local feeder high schools. In each instance, efforts were made to focus on the vocational/technical training needs of "high risk" students (as described in the Anticipated Revised Outcomes section of the Revised Implementation Plan, page 2.)

In February, West Hills College, Coalinga High School and Riverdale Joint Union High School used the cooperative models identified and developed during the charrette process of this grant to target two educational projects which would require collaborative effort and benefit students pursuing vocational/ technical education.

The project with Coalinga High School, **PARTNERSHIP ACADEMY FOR HIGH RISK STUDENTS** will identify a modified educational program designed to include:

1) A student selection process structured enroll students with potential, but whose past performance indicate they are in danger of dropping out;

2) A "cooperative" administrative structure, such that the **ACADEMY** students can enroll as a group with prepared teachers in core academic subjects, incorporating ESL where appropriate;

3) Strong support from four-year institutions, including curriculum development, guest speakers, field trips, mentors, and work experience; and

4) A three-way partnership among the schools (elementary, high school and college) to support the program, providing the necessary teacher preparation time, facilities, equipment, curriculum development, counseling support, staff development and other in-kind services and materials.

The project with the Riverdale Joint Union High School District, **ARTICULATED MATHEMATICS ENRICHMENT PROGRAM**, will take the following actions:

1) Introduce the program to administrators, teachers, parents, and students;

2) Compare the current curricula with model articulated curricula as it pertains to entry-level technical fields that require a basic understanding of mathematics as a prerequisite to employment;

3) Assess the changes needed to implement revised curricula and assign priorities;

4) Plan an extensive in-service program on content and methods of delivery for administrators, teachers, staff, parents, students, and concerned constituents;

5) Develop orientation and educational outlooks for students and parents;

6) Design an early warning system to monitor student participation, progress and retention; and

7) Consider the possibilities of articulated courses with California State University, Fresno and other area four-year postsecondary institutions.

As with this planning grant provided by Sears, both of these projects must be funded by external monies to initially become operational. To date, no money has been secured for the **PARTNERSHIP ACADEMY FOR HIGH RISK STUDENTS**, but the **ARTICULATED**

MATHEMATICS ENRICHMENT PROGRAM has been successful in competing for external funds. In May, the California Academic Partnership Program awarded the project a grant to continue its development. See Appendix I - California Academic Partnership Program Acceptance Letter. College constituents credit the success of the enrichment program to the initial seed money provided by the Sears-Roebuck Foundation in the advocacy of partnership development.

Further, prior to the implementation of the Sears grant, West Hills College, Avenal High School, and California Polytechnic University, San Luis Obispo began to work collaboratively on a College Bound Program. Funding was sought unsuccessfully from the California Educational Initiatives Fund to motivate students to graduate from college so that they would be better prepared for career/vocational challenges. With the benefit of the partnership model developed through the Sears-Roebuck Foundation grant, this project concept can be further developed and it is expected that a 2+2+2 articulation program will be actualized with Avenal High School.

FINAL BUDGETARY REPORT

Due to very limited internal expertise in the area of partnership development, an administrative decision was made to enlist the support of a local consulting group to assist in the implementation of the grant. Central Valley Resource Development Group was retained to provide the professional services needed to actualize the grant project. (A copy of Central Valley Resource Development Group's operational philosophy and the resume of the senior consultant is provided in Appendix J.) All activities of the grant were coordinated through West Hills' College Development Office and the Office of the Superintendent/President. At no time did the consultants represent themselves as external entities separate from the college, they functioned as employees of the college. Only a small internal group of college staff members were aware that the professional services for the grant were being performed by consultants.

A total of $4,600 of the grant was spent on the services from Central Valley Resource Development Group for the assistance listed below:

1) Draft a Rural Vocational/Technical Educational Partnership Proposal.

2) Coordinate the collection of the necessary demographic data.

3) Coordinate a process for the technical review and quality control of the grant proposal and project.

4) Serve as consultants for planning, developing and implementing the task forces from the community and rural area high schools, including vocational advisory committees.

4) Function as facilitators in the planning charrette described in grant proposal.

5) Compile, analyze, draft, and edit the charrette findings and prepare the summary report.

The remaining $400 of the grant was used to cover institutional costs associated with charrette materials, personnel, supplies, telephone use, postage and duplication cost.

Budgetary documentation of all grant expenditures can be found in Appendix K.

PROJECT EVALUATION

As evidenced throughout this report and the attached appendix materials careful attention has been given to address each of the stated project goals:

1) Identify methods to establish a rural vocational/technical educational curriculum partnership (network) between the major unified school districts and the college to effectively benefit students, with special emphasis on "high risk" students;

2) To identify procedures for the college to work cooperatively with rural high schools to help improve the competencies of "high risk" students;

3) To identify methods to utilize the resources of the high schools and the college to maximally benefit students;

4) Examine ways to develop articulation Agreements to address the problems stemming from a loss of continuity in learning in the transition from high school to college;

5) To examine methods and the feasibility of establishing a technical prep-associate degree program on behalf of the better prepared students who select to attend the college;

6) Examine ways to develop enrichment programs to make it possible for "at risk" students to complete their vocational/technical programs to move on to higher education;

7) Examine ways to develop a coordinated system to report back the rural high schools regarding the academic performance of their students; and

8) Identify ways to create staff development opportunities for high school and community college vocational/technical educational instructors.

In late June 1989, Dr. Ernie Leach, Project Evaluator, came to West Hills to conduct an on-site evaluation of the project. The College President, and the Director of College Development at West Hills discussed the accomplishments of the project with Dr. Leach. Both formative and summative evaluation measures were examined. The evaluator's report (See Appendix L) elaborates the findings of the on-site visit.

A P P E N D I C E S

Appendix A - West Hills College's Revised Implementation Plan

Appendix B - Press Release and Photo

Appendix C - Possible Courses for Articulated Agreements Between West Hills College and District High Schools

Appendix D - Charrette Invitation Letter

Appendix E - Vocational/Technical Charrette Package

Appendix F - President's Transmittal Letter

Appendix G - Summary of a Charrette, "A Strategic Planning Process"

Appendix H - Constituent Letters

Appendix I - California Academic Partnership Program Acceptance Letter

Appendix J - Central Valley Resource Development Group Overview Resume - Dr. Christine Johnson, Senior Consultant

Appendix K - Budgetary Documentation

Appendix L - Evaluator's Report

Appendix A

West Hills College's Revised Implementation Plan

The Sears-Roebuck Foundation

PARTNERSHIP DEVELOPMENT FUND
Keeping America Working Project

Revised Implementation Plan

OBJECTIVES

In collaboration with the area high schools, West Hills College proposes to conduct the following planning activities. These objectives are based upon a minimum of 80% of the area school districts participating in the project:

1. Identify methods to establish a rural vocational/technical educational curriculum partnership (network) between the major unified school districts and the college to effectively benefit students, with special emphasis on "high risk" students;

2. To identify procedures for the college to work cooperatively with rural high schools to help improve the competencies of "high risk" students;

3. To identify methods to utilize the resources of the high schools and the college to maximally benefit students;

4. Examine ways to develop articulation Agreements to address the problems stemming from a loss of continuity in learning in the transition from high school to college;

5. To examine methods and the feasibility of establishing a technical prep-associate degree program in behalf of the better prepared students who select to attend the college;

6. Examine ways to develop enrichment programs to make it possible for "at risk" students to complete their vocational/technical programs to move on to higher education.

7. Explore methods to develop a coordinated system to report back the rural high schools regarding the academic performance of their students.

8. Identify ways to create staff development opportunities for high school and community college vocational/technical educational instructors.

WORK TO BE DONE

1.1 Develop task forces from the community and rural area high schools, including vocational advisory committees to participate in the planning process.

1.2 Analyze and develop recommendations for utilizing mutual resources between the rural high schools and the college.

2.1 Develop plan for implementing vocational/technical activities for rural "high risk" youth.

3.1 Develop an organizational structure at West Hills College to report back to the rural high schools the academic performance of their students.

4.1 Assess the staff development needs of vocational/technical instructors at the rural high schools and West Hills College; design and implement one major, annual staff development conference for vocational/technical instructors.

ANTICIPATED REVISED OUTCOMES

The anticipated outcomes for this project include:

1. A clearly defined plan for the college and rural high schools to cooperatively utilize their respective resources to benefit students and target programs and services to include the needs of the "high risk" population.

2. A model vocational educational enrichment program to make it possible for "high risk" rural students to complete their vocational/technical program; and a structure to report back to the rural high schools regarding the academic/vocational performance of their students. Enrichment activities will be held two times per year with opportunities for practical experience during the summer.

PROJECT TIMETABLE

It is anticipated that the project will require 6 - 8 months to complete. Thereafter, the resources of the rural high schools and West Hills College will be used to further refine and continue the program planning and implementation.

IMPLEMENTATION STRATEGY

West Hills College will use the Charrette planning process in accomplishing the major planning tasks for this project.

October — Develop strategic task forces to examine the various aspects of the rural vocational/technical partnership. Each task force will be requested to develop a report of their findings:

1. Network with the community and high schools
2. Student competencies and needs
3. Curriculum
4. Articulation
5. Staff development opportunities
6. Student support services

November — Conduct Charrette process - community, high schools, students, college personnel, working with project staff will review a draft of task force reports completed in November.

Participants will be assigned to one of the six areas prior to the Charrette. Each group will be facilitated by the Chairperson of the task force.

Charrette

The Charrette process will be conducted as follows

Day One — The six groups will be requested to draft an overall mission statement for vocational and technical education for the area. The statements developed by each group will be displayed to the entire Charrette. A representative from each group will be requested to report about the group's statement. Following each presentation, a jury of three Charrette participants will evaluate the statements and other interactions.

Day Two

1. A new mission statement incorporated from the six group statements will be presented to the Charrette participants. A consensus will be reached about the statement after comments are received from the group.

2. Participants will meet in individual groups to review the task force reports. Each group will be requested to validate the material, note any omissions, etc. The results of this process will be presented to the entire Charrette for comments and refinement.

3. The six groups will be asked to identify several key issues in each group's area of study that is most important to West Hills College and the community for the next five years.

4. The final group report will be presented to the entire Charrette for comments and refinement.

January/
February A. The planning document is compiled and put into a

B. The document is disseminated and meetings held with local schools to develop implementation strategies.

AGREEMENT

West Hills College agrees to initiate the project according to the timetable described above upon receipt of project funds, regardless of the availability of other funds at that time.

Appendix B

Press Release and Photo

WEST HILLS COLLEGE

Coalinga Campus
300 Cherry Lane
Coalinga, CA 93210
(209) 935-0801
1-800-255-1114

Coalinga Campus | North District Campus | Kings County Campus

NEWS RELEASE

CONTACT: Lillian Biller
1-800-255-1114
209-935-0801

FOR IMMEDIATE RELEASE

September 23, 1988

WEST HILLS COLLEGE AWARDED $5,000 GRANT FROM SEARS

West Hills College has been awarded a $5,000 grant from the Sears-Roebuck Foundation Partnership Development Fund (Sears PDF) for the 1988-89 academic year. The grant is one of 29 awarded this year by the Sears PDF to community, technical, and junior colleges to support their efforts in providing education and training needed to help produce a world-class work force.

The Sears PDF fund is directed by the American Association of Community and Junior Colleges (AACJC) and co-sponsored by the Association of Community College Trustees (ACCT) through the Keeping America Working (KAW) project. The Sears program encourages and supports partnership activities that help community, technical, and junior colleges meet the training needs of businesses, industries, labor and public agencies. In addition, the project promotes joint high school-college efforts to prepare youth for employment. This year's grants, awarded this month, involve 93 colleges and total $300,000.

-more-

2/2/2/WEST HILLS AWARDED $5,000 GRANT/Biller

Final awards were based on merit, geographic distribution, and a balanced mix of several types of projects, including small business, high school, public employer, and major employers and unions.

The grant for West Hills College will support a rural vocational-technical education partnership with rural area high schools. This project is designed to provide a coordinated vocational-technical education articulation program between West Hills College and rural high schools within a five-county, 5,076 square mile area. Stanley R. Arterberry and Reed Mellor are co-presidents of the college.

Anticipated outcomes include a clearly defined plan for the college and rural high schools to cooperatively utilize their respective resources to benefit students and target programs and services to include the needs of the "high-risk" population; and a model vocational educational enrichment program.

-30-

From Left to Right: R.C. Russell, Owner/Manager of Sears Roebuck and Company Catalog and Sales Store; Stan R. Arterberry, Superintendent/President at West Hills College; Reed Mellor, Dean of Administrative Services at WHC; and Don Forth, Dean of Instructional Services at WHC

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Appendix C

Possible Courses for Articulated Agreements Between West Hills College and District High Schools

POSSIBLE COURSES FOR ARTICULATED AGREEMENTS BETWEEN WEST HILLS COLLEGE AND DISTRICT HIGH SCHOOLS

1. Welding
2. Diesel
3. Computer (Introductory)
4. Heavy Equipment
5. Agriculture Mechanics
6. Animal Sciences
7. Auto Technology
8. Early Childhood Education
9. Administration of Justice
10. Educational Assistant
11. Secretarial/Word Processing

Appendix D

Charrette Invitation Letter

WEST HILLS COLLEGE

Coalinga Campus
300 Cherry Lane
Coalinga, CA 93210
(209) 935-0801
1-800-255-1114

Coalinga Campus | North District Campus | Kings County Campus

November 20, 1988

Mr. Larry Brown
West Hills College
15970 Houston
Lemoore, CA 93245

Dear Mr. Brown:

Recently, West Hills College received a Keep America Working (KAW) grant from the Sears Roebuck Foundation, Partnership Program. Grant funds were awarded to the West Hills College Rural Technical/ Vocational Partnership Project for the purpose of beginning the planning that will lead toward formal technical/vocational articulation agreements between the college and its feeder high schools.

To initiate the project, West Hills College cordially invites you to participate in a modified "Charrette," process. This planning process will provide a forum for initiating this collaborative effort and is scheduled to occur on Wednesday, December 7, 1988, 9:30 a.m. to 3:30 p.m. at West Hills College, in the Student Center.

The positive outcomes anticipated for the Charrette planning process include the development of a clear mission and philosophy statement for the WHC technical/vocational program area of study; an agreement on the curriculum and competency levels required to implement a formal technical/vocational articulation process; and identification of key technical/vocational demand occupations.

As a participant, you will receive a packet of materials that will further explain the planning process. Please call Dr. Pamela Hawkins in the college development office, at 935-0801, ext. 206, by November 30, 1988, to let us know if you will be able to attend. Your participation in this planning process is vitally important to West Hills College's success.

Ms Jane Wyatt-Mejia has been hired by the college to coordinate the project and will work cooperatively with you to carry out the goals and objectives of the Project, including the Charrette.

I shall look forward to hearing from you.

Sincerely,

Stanley R. Arterberry
Co-President

Appendix E

Vocational/Technical Charrette Package

WEST HILLS COLLEGE

Coalinga Campus | North District Campus | Kings County Campus

Coalinga Campus
300 Cherry Lane
Coalinga, CA 93210
(209) 935-0801
1-800-255-1114

VOCATIONAL/TECHNICAL CHARRETTE
Wednesday, December 7, 1988

AGENDA

9:30 a.m.	WELCOME West Hills College WHC - Board of Trustees City of Coalinga Coalinga Chamber of Commerce
9:50 a.m.	INTRODUCTIONS
10:00 a.m.	PURPOSE OF CHARRETTE AND OVERVIEW OF ARTICULATION
10:15 a.m.	**BREAK**
10:25 a.m.	REVIEW OF PROCEDURES FOR CONDUCTING THE CHARRETTE
10:30 a.m	CREATE MISSION/PHILOSOPHY STATEMENT-VOC/TECH STUDY AREA (Small Groups)
11:30 a.m.	SUBJECT AREA EXAMINATION AND RECOMMENDATIONS (Small Groups) a. Diesel/Heavy Equipment b. Computor (Introductory) c. Agriculture Mechanics d. Animal Sciences e. Early Childhood Education f. Administration of Justice g. Secretarial/Word Processing h. Health Education i. Community College/Business/Industry Partnerships
12:30 p.m.	**LUNCH** Mission Statements Reviewed/One Selected Facilitator: Dr. Christine Johnson
1:30 p.m.	SMALL GROUP DISCUSSION (continues)
2:30 p.m.	SMALL GROUPS PRESENT THEIR RESULTS
3:30 p.m.	WRAPUP/EVALUATION/ADJOURNMENT

THE TEN PRINCIPLES OF ARTICULATION

1. Leadership and Commitment

Leadership from the very top of the organization is a key element necessary for the success of the articulation effort. Superintendents, principals, presidents, school boards, and trustees must take leadership for articulation and must organize and commit institutional resources toward that effort. Curriculum people and department chairs must also provide leadership to faculty.

2. Early Faculty Involvement

We must involve faculty members early. Their early involvement in developing articulation procedures and materials will help assure acceptance of the articulation effort. In order to insure a successful articulation program, as many faculty members as possible should be invited to participate in the meetings held for planning and curriculum development. This will help instructors from the different levels, high school, ROP/C, community college and the four-year institutions to get to know one another, understand each other, and respect one another. Meetings should rotate between facilities so that instructors can better understand the "other guy's" program.

3. Respect and Trust

Relationships need to be built on respect and trust. This usually takes time and is developed through the process of working together on common goals. Secondary and post-secondary instructors and administrators often have misconceptions about their colleagues at the other education level. In situations where an articulated program has instructors at one level certifying the competencies of their graduates, skepticism is removed and the student becomes the focus. Respect and trust are reinforced by regular communication and working together.

4. Mutual Benefits To All Parties

To be successful, the articulation effort must ensure that all parties benefit. Each school and college must clearly see the benefits to be derived. Unless both parties clearly understand how they will benefit, they will not be willing to commit the time and resources necessary for meaningful articulation.

- Articulation serves students best by saving them time and money because they don't have to duplicate courses.
- Articulation helps schools and colleges improve their curricula. Faculty and administration at both levels will see articulation as a good recruiting and public relations tool.

5. Written Articulation Agreement

Write it out! Put all agreements in writing. A formal written articulation agreement should be signed by the chief executive officer of the schools and colleges.

Most organizations having articulation agreements have them at two levels: at the institutional level and at the program level. Presidents and principals/superintendents usually sign at the institutional level and department heads sign at the program level. The agreements need to be publicized both within and outside the institutions.

6. Open, Clear and Frequent Communication

Talk to one another as often as possible. Communication in the articulation process needs to be open, clear, and frequent. Communication needs to take place between the different levels, between counterparts in the different organizations, and vertically between members of the same institution. Without participants knowing about and supporting the articulation effort, it can't be successful.

7. Modest Initial Goals

Let's do it right the first time! Start small and build. The easiest place to start is with a vocational/technical program where faculty members are open to change.

Concentrate administrative efforts and resources toward only one or two program areas at a time to do the job well. The success and benefits from that first established articulated program will convince other departments to participate.

8. Accountability

Someone must be assigned the responsibility for articulation. The cooperating districts could jointly fund a single coordinator, or each district could assign a separate person at each level. Instructional staff must have clearly defined responsibilities, and those who are coordinating the effort must clearly understand these responsibilities.

9. Competency-Based Curricula

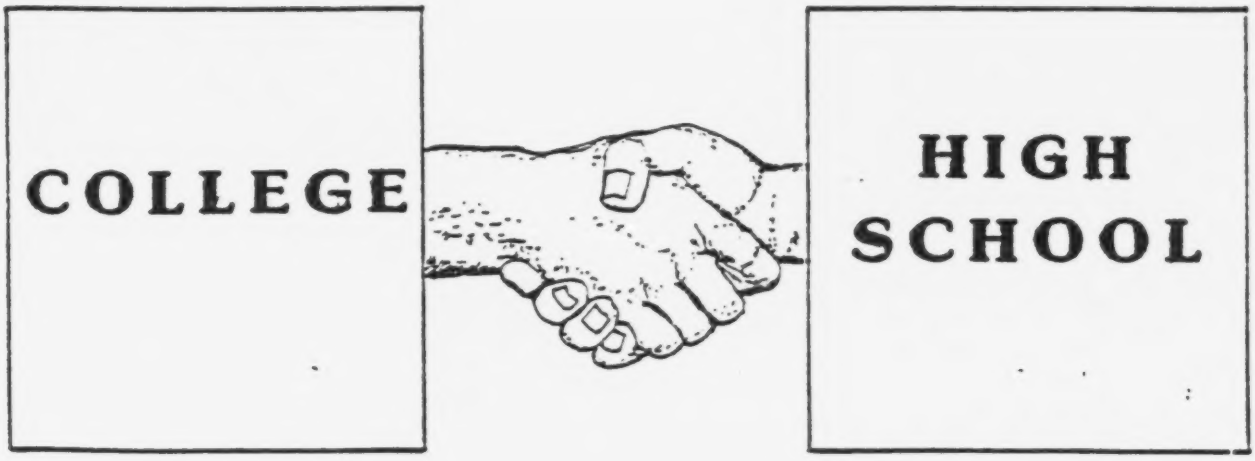
Build competency-based curricula. Programs are easier to understand and to articulate when coursework and learning activities are built around the competencies to be learned and developed. With a competency-based curricula, instructors and curriculum people can better coordinate the educational experiences for students. A competency-based curriculum provides instructors the opportunity to have a common approach and a common language for planning.

10. A Common Focus on Mutual Goals Rather Than On Individual Turf

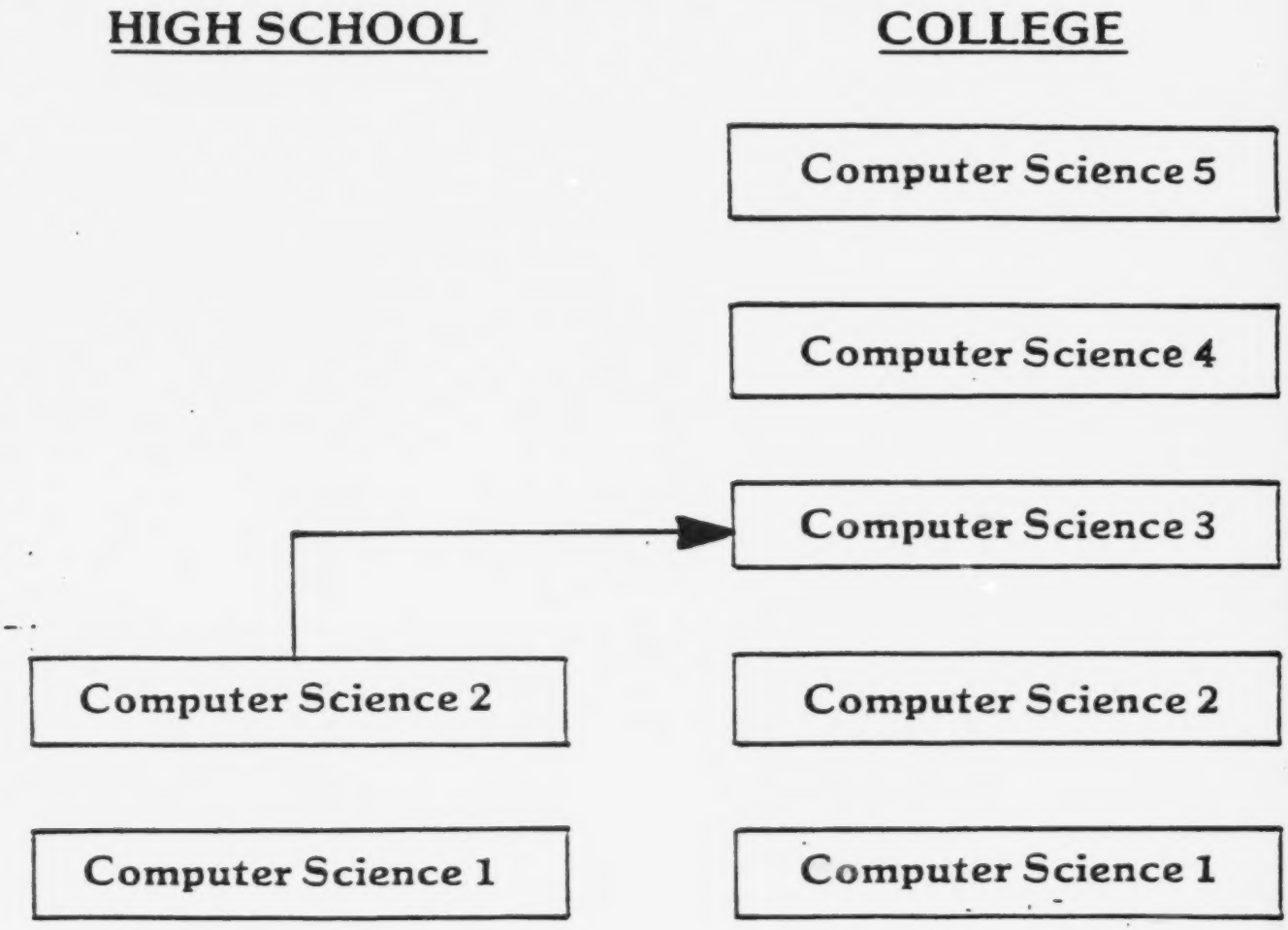
Make the student the top priority. Focus on goals, not on turf. Participants must be willing to work for the common good instead of to their own advantage. Start with issues that both institutions can agree upon and build on these. If turf problems occur, concentrate on the common goals and the good of the student. Compromise is the key. Compromising does not mean losing. Everyone wins through articulation.

What Does ARTICULATION Mean?

A cooperative effort/partnership between a college and K-12 school district.



ARTICULATION AGREEMENTS AVOID DUPLICATION OF EFFORT



BENEFITS TO EDUCATION

1. Keep current on changing trends.
2. Obtain viewpoint from business standpoint.
3. Involvement of outside world in schools.
4. Executive on loan.
5. Teacher on loan.
6. Training sites.
7. Advisory Committees.
8. Job placement network.
9. Assistance in curriculum design.
10. Training on state-of-the-art equipment.
11. Equipment donations.
12. Monetary support.
13. Legislative support.
14. Evaluation of our classes/schools.
15. Speakers.
16. Field Trips.
17. Morale boosting.
18. Positive community image.
19. Keep abreast of technological changes.
20. Mentoring.
21. Reducing burnout.
22. Improving linkages of business/education community.
23. Simulating work habits.
24. Professional development.
25. Hands-on experiences.
26. Exposure to total curriculum.

BENEFITS TO BUSINESS

1. Influence school curriculum.
2. Obtain employees.
3. Try out prospective employees.
4. Reduce turnover.
5. Public Relations.
6. Providing technical assistance.
7. Better understanding of school curriculum.
8. Morale booster.
9. Affirmative action.
10. Tax credits.
11. New/fresh ideas.
12. Promote image.
13. Upgrade personnel.
14. Affect product research/sales.
15. Employee renewal.
16. Find trainable workers.
17. Inform the consumers.
18. Gain consumer loyalty for products/services.
19. Demonstrate free enterprise system.
20. Community visability.
21. Obtain education viewpoint.
22. Improve linkages of private/public sector.
23. Know where to send employees for upgrading/retraining.
24. Insure strong international competitive edge.
25. Make schools attractive place for new employees to relocate.
26. Influence overall school policies.

ARTICULATION MODELS

Bakersfield, California

Articulating Institutions:

Bakersfield College (Kern Community College District) and the Kern High School District

Contact Persons:

James C. Young
Chancellor
Kern Community College District
2100 Chester Avenue
Bakersfield, CA 93301
(805) 395-4321

Don L. Murfin
Superintendent
Kern High School District
2000 24th Street
Bakersfield, CA 93301
(805) 327-2751

Program Description:

Purpose. Both the high school and college districts recognized the need for a larger and improved agricultural teaching facility (land and building). Surveys of agricultural employers revealed the need for stronger agricultural training programs. The educators saw that these improvements would attract more and better students and also would provide agricultural employers with better prepared employees.

Type of articulation. Bakersfield has one of the few vocational technical "2 + 2" articulation systems in the country. The collaborators have developed a 4-year agricultural program with 2 years in high school and 2 years at Bakersfield College. Students who complete the program graduate at a master technican level with more advanced skills than they would receive in a traditional (or even time-shortened) program.

Overview. The articulation offers a career-ladder agricultural training program in grades 11-14 in 6 areas (agricultural business, animal science, crop science, forestry, agricultural mechanics, and ornamental horticulture). Each area has specific, industry-defined job competencies to be achieved by the end of each year of training. Certificates of completion are offered at the end of each year, and program completers receive an associate degree in science. The high schools, Regional Occupational Program (ROP), and the college share the agricultural training facility, composed of 80 acres of farm land and a building containing classrooms and laboratories. They also share agricultural facilities and faculty at the college and participating high schools. In addition to the technical courses, the comprehensive curricula are strong in English, mathematics, humanities, and Spanish.

Distinctive features. The jointly developed "2 + 2" agricultural program represents unusual sharing, leadership, and commitment, as exemplified in the many changes required at both educational levels. One Agricultural Advisory Committee serves both the high schools and the college. The agricultural industry is the largest employer in Kern County, and employers have taken a very active role in creating the joint facility and program as well as contributing substantial resources to the undertaking.

Sacramento, California

Articulating Institutions:

American River College (Los Rios Community College District), Sacramento Unified School District, Sacramento County ROP (Regional Occupational Program), Marconi Technical High School (San Juan School District), Bella Vista High School (San Juan School District), Foothill High School (Grant Union District), Grant High School (Grant Union District), and River City High School (Washington Unified School District)

Contact Persons:

Myron Nadolski
Assistant Dean
Technical/Voc. Ed.
American River College
Los Rios Community College Dist.
4700 College Oak Drive
Sacramento, CA 95841
(916) 484-8355

Frances Rosen
Director of Voc. Ed.
Sacramento Unified Sch. Dist.
P.O. Box 2271
Sacramento, CA 95810
(916) 454-8337

Program Description:

Purpose. The collaborators planned to meet the employment needs of new electronics companies moving into the area. By working together and sharing curricula and facilities, the schools will expand their capacity and graduate more and better workers.

Type of articulation. This time-shortened articulation focuses primarily on the electronics area. By teaching the beginning courses in the high schools, the college labs are freed up for advanced courses. Advanced college credit for this high school training experience is granted following proficiency testing by the college.

Overview. When the electronics industry began to flow into the Sacramento area, American River College had more students in electronics than it could handle. The college articulated its electronics curriculum with those of the area high schools and helped them build stronger programs. The labs that the college usually used for the beginning electronics courses were thereby freed (since many students now received these competencies in the high schools) and could accommodate more advanced college courses.

The college uses high school teachers as part-time faculty. This also helps upgrade the secondary teachers. The college gives a 4-hour exam in electronics twice a year for students from articulating high schools who enroll in the college electronics program. Credit is then held in escrow until a student completes 12 units at American River College.

The Regional Occupation Program (ROP) Steering Committee, which meets monthly, served as the articulation's planning and communications entity. It is composed of the local directors of vocational technical education. Also, the institutions' vo-tech programs maintain joint advisory committees. There is no written agreement, just an understanding that is recommitted as new staff become involved. From electronics, the articulation has expanded to include welding, drafting, and automotive training.

Cocoa, Florida

Articulating Institutions:

Brevard Community College and 10 secondary schools in the County District

Contact Persons:

John Gell
Vocational Education
District Board of Education
1274 South Florida Avenue
Cocoa, FL 23955
(305) 631-1911

Joseph M. Keller
Dean of Instruction
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922
(305) 632-1111

Program Description:

Purpose. The collaborators first became interested in articulation 6-7 years ago in response to the need (1) to help students avoid having to repeat subject-matter areas they already knew and (2) to meet a State mandate to develop an articulation process.

Type of articulation. The articulation involves time-shortened articulation programs resulting in associate degrees in drafting, secretarial sciences, or electronics, as well as certificates in auto mechanics or data processing.

Overview. The competency-based occupational programs at Brevard's 3 campuses annually serve 10,000 full-time students. The articulation process was developed with the assistance of two grants from the State. With the help of a half-time consultant, agreements were worked out at meetings with faculty, advisory committee members, and school administrators. Secondary teachers determine the competency level for each student interested in enrolling in articulated programs at the college. The college credits granted are held in escrow until the student has satisfactorily completed one course on the campus in a related field.

Distinctive features. In addition to the time-shortened articulation model, Brevard has a strong commitment to experiential learning and is a leader in granting credit for life experiences. The college also has strong programs in combined enrollments and enrichment. High school sophomores can take college classes during the summer months to get an early start on college. During their junior and senior years, these students can enroll in both day and evening classes at the college for both secondary and postsecondary credit. Brevard also serves as the county's designated area adult vocational school.

Palatine, Illinois

Articulating Institutions:

High School District 211, High School District 214, Community Consolidated School District 220, and William Rainey Harper Community College (Community College District 512)

Contact Persons:

Don Howard
Director of Vocational Education
High School District 211
1750 Roselle Road
Palatine, IL 60067
(312) 359-3300

Charles Harrington
Dean of Instruction
William Rainey Harper Community College
Algonquin & Roselle Roads
Palatine, IL 60067
(312) 397-3000

Program Description:

Purpose. The articulation effort—the Northwest Suburban Career Cooperative, a Regional Vocational Education System (RVS)—responds to the State's "Education for Employment" policy, which calls for all high school districts in Illinois to become regionally articulated among themselves and with their community colleges by 1988. The four RVS collaborators decided to "get a head start" on the articulation requirement and have become trailblazers for the State articulation model.

Type of articulation. RVS is developing time-shortened articulated programs that will enable high school students to take college courses for high school credit. Following graduation, students may then test into RVS programs at Harper College and receive advanced placement.

Overview. Beginning in the fall of 1985, RVS offered articulated training programs in the following areas: Clerk/Typist, Secretarial, Word/Information Processor, Horticulture, Heating, Air-Conditioning, & Refrigeration, Finance & Credit, Computer Graphics, Medical Office Assistant, Nursing, Nursing Assistant, and Cosmetology. In the following year (fall 1986), RVS will also offer articulated programs in Automotive Technology, Auto Body Technology, Fashion Merchandising and Design, Graphic Communication, Human Services, Restaurant and Hospitality Management, and Electronics. RVS plans a gradual, "evolutionary" switch from current task-list-based course coordination to competency-based curricula. Postsecondary program completers earn certificates or associate degrees, as appropriate. The RVS shares facilities and equipment, as necessary, and allows both vertical and horizontal articulation.

Distinctive features. In spearheading the State's articulation model, RVS often must "invent the wheel." Excellent leadership, open and frequent communications with all staff, equal partnership among participants, a "win-win" mentality, and the adoption of a gradual approach to phasing in competency-based instruction have resulted in an ambitious, enthusiastically supported articulation effort.

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Ann Arbor, Michigan

Articulating Institutions:

Washtenaw Community College and 11 public school districts

Contact Persons:

Roger Bertoia
Dean of Occupational Education
Washtenaw Community College
East Huron River Drive
Ann Arbor, MI 48106
(313) 973-3441

David Mieras
Vocational Director
Southwest Consortium of 4800 Schools
7190 Maple Road
Saline, MI 48176
(313) 662-9898

Program Description:

Purpose. The impetus for articulation came from local advisory committees and instructors. They wanted to coordinate the curricula to eliminate any duplication, to cover any omissions, and to smooth the transition to the community college. The purpose was to create a comprehensive delivery system.

Type of articulation. This is a well-organized, time-shortened articulation program. College credit is granted to articulating students for identified task competencies achieved in secondary programs. The curricula provide a competency-based approach to education.

Overview. The participating high school teachers maintain a competency record for each student that certifies areas and levels of task achievement. When the student requests that this record be forwarded to Washtenaw Community College, the college awards advanced placement credit in articulated programs for the certified competencies. In order for credit to be granted, the student must enroll at the college within 24 months following high school graduation. For equivalency credits, there are no tests and no fees; however, the student must complete six Washtenaw Community College credits before articulated credits will be recorded on the transcript. The maximum number of articulated credits awarded is 9 credit hours for a certificate program and 18 credit hours for an associate degree program.

The districts jointly hired an articulation coordinator to coordinate the programs and work with teachers in identifying tasks, competencies, and standards. The coordinator prepared the curriculum guides for the articulated training programs.

Distinctive features. The smooth transition from high school to community college distinguishes this articulation system, as exemplified by the competency-based curricula and the acceptance of competencies for credit without testing by the college. The articulation program encompasses a broad range of technologies and links with most school districts in the college's service area.

Sidney, Michigan

Articulating Institutions:

Montcalm Community College, Montcalm Area Career Center (secondary), Vestaburg High School, Lakeview High School, Greenville High School, and soon to include Alma High School

Contact Persons:

Jesse Fox
Director of Technical Education
Montcalm Community College
1464 Sidney Road
Sidney, MI 48885
(517) 328-2111

Nancy Larson
Principal
Montcalm Area Career Center
1550 West Sidney Road
Sidney, MI 48885
(517) 328-6621

Program Description:

Purpose. Montcalm Community College initiated the articulation in order to improve existing occupational programs, attract more students, and better meet local employers' needs. Students too often leave the area for postsecondary training and do not return for employment. The high schools expect articulation to attract more students to vocational courses and to motivate performance.

Type of articulation. The Sidney effort enables high school vocational students with appropriate grades and the recommendation of their high school instructors to receive advanced credit for certain introductory college courses upon entry at Montcalm Community College in articulated program areas. The result is time-shortened occupational associate degree programs.

Overview. The Sidney articulation offers advanced placement in postsecondary automotive, machine trades, electronics, and welding programs (drafting is under consideration). The program allows promising high school students to earn advanced college credit with no testing and at no cost.

Distinctive features. A true "grassroots" effort, the Sidney articulation began with a one-man (Mr. Jesse Fox) campaign of conversations with high school principals and faculty, then expanded to bilevel faculty meetings, and resulted in signed articulation agreements. High school and college instructors met to compare course syllabuses and agree on what high school vocational courses are equivalent to college-level introductory courses. The college changed its general scheduling to facilitate articulation. Also, fundamentals were extracted from existing college courses and clustered in new introductory courses that could be bypassed by advanced credit. The program operates without State support and costs virtually nothing.

Minneapolis, Minnesota

Articulating Institutions:

Hennepin Technical Centers and 13 high school districts in the western suburbs of Minneapolis

Contact Persons:

John Lobben
Secondary Program Director
Hennepin Technical Centers
District Office
1820 North Xenium Lane
Minneapolis, MN 55441
(612) 559-3535

Joseph Pucel
Postsecondary Program Director
Hennepin Technical Centers
District Office
1820 North Xenium Lane
Minneapolis, MN 55441
(612) 559-3535

Program Description:

Purpose. Local high school districts created Hennepin Technical Centers (HTC) in 1970 after deciding they could not independently serve their students' vocational training needs. Seeing that they needed a larger base than merely pooling resources, they sought State legislation to create HTC (Intermediate School District 287) with its own levying power, its own curricula and its own school board. HTC's programs were extended in 1972 to train postsecondary and adult students. Articulation essentially takes place internally within HTC.

Type of articulation. The Minneapolis articulation effort results in time-shortened programs for those who begin the HTC training during high school and complete it as HTC postsecondary students.

Overview. HTC offers open-entry/open-exit, individualized, competency-based occupational training for 11th- and 12th-grade students from participating districts. The same curricula are used for postsecondary and adult students. Training includes nearly 100 programs clustered as follows: Food Service Occupations, Building Trades, Business Occupations, Machine Trades Occupations, Health Occupations, Transportation, Graphic Communications, Technical Occupations, and Natural Resources and Environmental Occupations. HTC does not award associate degrees; programs result in a certificate of mastery listing specific competencies acquired. HTC's two campuses also provide special needs and enrichment programs for participating districts.

Distinctive features. HTC is the only non-degree-awarding site in the current study and the only intermediate school district found involved in articulation. Because HTC offers the same curricula to both secondary and postsecondary students within the institution, most articulation arrangements are handled internally.

Dayton, Ohio

Articulating Institutions:

Sinclair Community College, Dayton Public Schools, Montgomery County Joint Vocational School, and Upper Valley Joint Vocational School

Contact Persons:

Jim Frazier
Director of Voc. Ed.
Dayton City Schools
348 West 1st Street
Dayton, OH 45402
(513) 262-3787

(or)

Dale Baughman
Superintendent
Montgomery County Joint Vocational School
6800 Hoke Road
Clayton, OH 45315
(513) 837-7781

Eleanor S. Young
Assistant to the Vice President for Instruction
Sinclair Community College
444 West Third Street
Dayton, OH 45402
(513) 226-2789

Program Description:

Purpose. The purpose of this articulation plan is to deliver better service to the entire community and to assist students to avoid repeating learning tasks they have already mastered.

Type of articulation. Time-shortened articulation programs, enrichment, and experiential learning make up the articulation efforts.

Overview. Articulation agreements have been in place for 8 years to permit vocational program graduates of Dayton Public Schools to receive credit for 2 or 3 courses if the students enroll at the community college. Similar agreements have also been signed between the college and two joint vocational schools in the Dayton area, as well as other professional organizations such as the American Institute of Banking, Dayton Power and Light, local hospitals, the Savings and Loan Institute, and NCR. In addition, the Sinclair program for experiential learning provides the opportunity to receive college credit for prior nonclassroom learning experiences for any student. The college also has a widespread reputation for its enrichment program for high school students.

Distinctive features. Although the numbers of high school vocational graduates applying for and receiving college credit via the articulation agreements have been small, the college delivers outstanding enrichment and experiential learning programs. The number of vocational high school graduates taking advantage of the time-shortened articulation program is expected to increase in the near future.

Oklahoma City, Oklahoma

Articulating Institutions:

Oklahoma City Community College, Oklahoma City Public Schools, and Francis Tuttle Vocational-Technical Center

Contact Persons:

Jack Isch
Special Assistant to the Superintendent
Oklahoma City Public Schools
900 North Klein
Oklahoma City, OK 73106
(405) 272-5535

Bruce Gray
Superintendent
Francis Tuttle Vo-Tech Center
12777 North Rockwell
Oklahoma City, OK 73142
(405) 722-7799

Donald Newport
President
Oklahoma City Community College
7777 South May Avenue
Oklahoma City, OK 73159
(405) 682-1611

Program Description:

Purpose. The three educational entities involved in the articulation effort collaborated to strengthen educational programs, reduce duplication, and provide programs that would develop the technical manpower and further economic development in Oklahoma City. Articulation would also enable the institutions with postsecondary programs to attract better prepared students.

Type of articulation. This is an advanced skills articulation program with a strong tech-prep core of courses in grades 11 and 12 that provides a solid base of science, math, and technology basics upon which the postsecondary technical programs can build, leading to a certificate or an associate degree.

Overview. The Oklahoma City articulation is a good model of the core curriculum approach to articulation. The three educational organizations used an outside consultant, the Center for Occupational Research and Development (CORD), to assist in designing the articulation and to develop a core curriculum for advanced technical programs. CORD developed the Principles of Technology I and II curricula (also called Physics I and II) to provide the strong basic foundation in grades 11 and 12 that enables the students to move with advanced competencies into technical programs at the postsecondary level. These core curricula link up with seven new competency-based technical programs at Oklahoma City Community College and the Francis Tuttle Vo-Tech Center. These two institutions have coordinated their programs in that they have agreed which of the institutions will offer which technical articulated programs in order to avoid duplication of effort. The college offers articulated training for Medical Equipment Technician, Industrial Plant Technician, and Computer-Aided Design (CAD) Technician programs. Francis Tuttle Vo-Tech Center offers training for Instrument Control Technician, Automated Manufacturing Technician, Computer Technician, and Electronic/Telecommunication Technician programs.

Greenville, South Carolina

Articulating Institutions:

Greenville Technical College and The School District of Greenville County

Contact Persons:

William Ed Henderson
Coordinator of Articulation Program
301 Camperdown Way, Box 2848
Greenville, SC 29602-2848
(803) 299-0706

Kay Grastie
Vice-President for Instruction
Greenville Technical College
P.O. Box 5616, Station B
Greenville, SC 29606-5616
(803) 239-3085

Program Description:

Purpose. Educators at both levels wanted to eliminate duplication and delay in students' passage from secondary to postsecondary programs and to encourage students to continue their education. They saw articulation also as a more efficient use of taxpayers' money and an effective way to improve occupational programs.

Type of articulation. Articulation in Greenville is a time-shortened program that provides for advanced placement through testing. In addition to vertical articulation between the school district and the college, horizontal articulation among the high school career centers has produced improved coordinated curricula with common objectives and standards. All of the newly developed secondary articulated curricula are performance based.

Overview. The School District of Greenville County and Greenville Technical College jointly employ the coordinator of the articulation program. The coordinator's responsibilities are to coordinate curriculum articulation between the secondary and postsecondary institutions and to develop performance-based instructional guides for each secondary vocational program. A joint teacher task force in each occupational program solved curriculum articulation problems and provided the information to the coordinator for the development of the competency-based instructional guides.

A broad range of vocational technical curricula are articulated. When students from articulated programs enroll at Greenville Technical College, they receive college course credit at no cost if they pass the proficiency test for the designated course. Written articulation agreements are considered important and exist at three levels. The first is a State-level Memorandum of Understanding between the State Board for Technical Comprehensive Education and the Office of Vocational Education in the State Department of Education. At the local level, there is a written articulation agreement between Greenville Technical College and The School District of Greenville County. In addition, agreements at the instructional level are signed by department curriculum task force members.

Distinctive features. The commitment of the collaborators to the articulation is exemplified in the resources applied to the effort. These include the continued joint funding of the coordinator of the articulation program, the extensive released time for teachers to work on revising curricula, and the support services provided. The coordinator has developed a very detailed and comprehensive guide for articulation and for developing articulated performance-based curricula.

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Waco, Texas

Articulating Institutions:

Texas State Technical Institute (TSTI)—a TSTI System Office in Waco and 4 campuses in Amarillo, Harlingen, Sweetwater, and Waco—articulating with over 500 school districts in Texas

Contact Persons:

Clay G. Johnson
Vice-President for Instruction for the TSTI System
Texas State Technical Institute
Waco, TX 76705
(817) 799-3611

Harry E. Clair
Articulating Officer
Texas State Technical Institute
Waco, TX 76705
(817) 799-3611

Program Description:

Purpose. Waco's articulation thrust responds to Texas H B 72, which requires independent school districts to have written articulation agreements with colleges statewide. The articulation also intends to attract more students to Texas State Technical Institute (TSTI) by eliminating any course duplication that would discourage their attendance.

Type of articulation. This time-shortened effort exists to establish formal articulation of students from all high schools of Texas with related programs at TSTI. It provides opportunities for advanced placement for students in articulated technologies.

Overview. The 4 campuses of TSTI serve the whole State, and as of this writing they have garnered over 500 general institutional signed agreements and over 300 program-specific signed agreements, with more coming. TSTI has 75 vo-tech programs that can be articulated. The articulation focuses on common competencies in the high school program and the TSTI curricula. The articulation system takes advantage of State-legislated competency-based curricula at the secondary level and the flexibility of TSTI to individualize instruction while meeting industry-specified job requirements at the associate degree level. TSTI has assigned an articulation coordinator for each campus and provides released time to one person in each articulated program to work on curricula. Written agreements are established at both the institutional and program levels.

Distinctive features. The challenge for this articulation is in its magnitude, because TSTI serves all of Texas and is required to articulate with all high schools. This has also provided a good opportunity for TSTI, however, for it allows the institution access to the high schools, where it can create awareness of the opportunities TSTI provides.

St. George, Utah

Articulating Institutions:

Washington County School District, Dixie College (community college)

Contact Persons:

Paul C. Fawson
Vocational Director
Washington County School District
189 West Tabernacle Street
St. George, UT 84770
(801) 673-3553

Peter Nyberg
Academic Vice-President
Dixie College
225 South 700 East
St. George, UT 84778
(801) 673-4811

Program Description:

Purpose. In 1977, Washington County School District and Dixie College realized each did not have enough funds to do needed curriculum revisions, build new facilities, or acquire necessary new equipment. The two institutions articulated programs to avoid duplication of costs and to maintain/expand occupational training opportunities for students at both levels who would otherwise have to leave this rural county for training.

Type of articulation. The articulation in Washington County is a time-shortened program that allows both horizontal and vertical articulation and allows high school students to take college-level courses that count both toward high school graduation credit and advanced placement credit at the community college.

Overview. The Washington County-Dixie College articulation offers training in over 30 occupational areas, from vocational agriculture to welding. Dual credit (both high school and college) is given for high school students who take courses at Dixie College. Most programs provide cooperative work experience opportunities. Many programs offer transferability from the community college to 4-year institutions in the State.

Distinctive features. The primary initiator of the articulation was the secondary institution—Washington County School District. The program built on earlier advanced placement arrangements to expand opportunities for 11th- through 14th-grade students to get training "in any of the programs in which they are interested and qualified in the Dixie College/Washington County School District area." State support through planning grants was helpful but not vital to this program, which has been operating since 1979 and enrolls 200 high school students a year.

Bellevue, Washington

Articulating Institutions:

Bellevue Community College, Shoreline Community College, seven high school districts in the Bellevue-Seattle area, Snow-Isle Vocational Skills Center (secondary), and Lake Washington Vocational-Technical Institute (postsecondary)

Contact Persons:

Jackie Belcher
Occupational Associate Dean
Bellevue Community College
3000 Landerholm Circle, SE
Bellevue, WA 98007
(206) 641-2300

Jim Cairns
Supervisor of Secondary Vocational Education
Lake Washington School District
c/o Lake Washington Vo-Tech Institute
11605 132nd Avenue, NE
Kirkland, WA 98034
(206) 828-5615

Program Description:

Purpose. A combination of concerns led to the Bellevue articulation, including the need to find better ways to facilitate the movement of high school students to community colleges, to aid local and statewide economic development efforts, and to use taxpayers' money efficiently for occupational education.

Type of articulation. Bellevue's articulation, due to go into operation in the fall of 1985, will deliver time-shortened occupational programs resulting in associate degrees.

Overview. The Bellevue articulation offers coordinated secondary-postsecondary programs in Office Professions and in Engineering Technology and Drafting. Open-entry/open-exit is available at the high school level and at the Vo-Tech Institute, and students may enter at their level of competence. Course competencies for each level are contained in "file folders," and high school instructors check off the competencies students achieve. Matriculating high school students may then take their file folder to the community college to receive course credit when registering. Credit is granted without testing or cost. Bellevue and one high school also have an informal articulation going on with a graphics program, which shares an advisory committee and has articulated curricula.

Distinctive features. The Bellevue collaborators have taken a modest but determined approach to time-shortened occupational program articulation, focusing first on two program areas, with plans to expand to others later. The size of the effort—involving so many high schools and three postsecondary institutions—distinguishes the program for its ambition. The program also reveals the facility with which excellent communications and promotion of the articulation concept can win the support of faculty and staff, even when it is impossible for all to become personally involved in planning or development.

Waukesha, Wisconsin

Articulating Institutions:

Waukesha County Technical Institute (WCTI) and nine local school districts

Contact Persons:

Marlena Mackie
Division Chair
Student/Instructional Development
Waukesha County Technical Institute
800 Main Street
Pewaukee, WI 53072
(414) 691-5313

Vonnie Kennealy
Local Voc. Ed. Coordinator
Waukesha Public School District
222 Maple Avenue
Waukesha, WI 53186
(414) 521-8846

Program Description:

Purpose. The articulation is intended to provide students with advanced placement opportunities, to eliminate duplication of training, to save students' time, to strengthen educational programs, and to attract more and better students.

Type of articulation. The articulated competency-based programs are designed to enable students to receive advanced standing at Waukesha County Technical Institute (WCTI) without fees or testing for the college credit received. The time-shortened articulation model lets students complete the college program more quickly.

Overview. High school graduates may receive college credits in any of nine associate degree and vocational programs at WCTI for competencies mastered at the secondary level. The articulation agreements focus on the match between the secondary and postsecondary curricula based on competencies taught in both curricula. The high school instructor must recommend that the student merits advanced standing status at WCTI. Students must identify their status for advanced standing when meeting with a WCTI counselor during the WCTI admission process. WCTI may grant full or partial credit for the competencies completed at the secondary level. No fees are charged for the credits for which advanced standing is awarded.

Distinctive features. The articulation established at Waukesha represents a competency-based education system that facilitates articulation and the awarding of credit for advanced standing at WCTI.

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SAMPLE ARTICULATION AGREEMENT

This agreement is made between _____ Community College and _____ Public Schools.

We hereby agree to the following:

1. Participating instructors at the secondary and postsecondary levels will formally adopt and teach from a list of competencies (task list) based on job task requirements. Criteria for evaluation and recording levels of competency will also be formally adopted.

2. Designated representatives from each institution will attend a meeting scheduled prior to the beginning of each academic year to review each occupational area and amend, as necessary, the occupational task lists, evaluation system, recording forms, objective-referenced tests, and criterion-referenced measures used to establish the levels of competency.

3. _____ Public Schools will maintain for each student a competency record that identifies subject areas and levels of task achievement. This record will become a part of the student's official record and will be provided upon request of the student to the _____ Community College.

4 _____ Community College will provide to _____ Public Schools on an annual basis a list of current courses for which advanced standing credit may be requested.

5. _____ Community College will evaluate the student's records received from _____ Public Schools and award advanced standing credit when appropriate, according to the State higher education guidelines.

6. All participating faculty and administrators, full-time and part-time, will have training in competency-based education and will receive orientation on the articulation process described herein.

7. This agreement will be renewed on an annual basis by the President of _____ Community College and the Superintendent of _____ Public Schools, or their designees.

_____	_____
President	Superintendent
_____ Community College	_____ Public Schools
_____	_____
(date)	(date)

SAMPLE INSTITUTIONAL CONTRACT

_____ COMMUNITY COLLEGE
_____ SCHOOL DISTRICT

Statement of Intent

The purpose of this articulation agreement is to provide a mechanism that will enable vocational-occupational students from _____ High School to transfer to _____ Community College and receive credit for courses taken at the secondary school in order that they need not repeat skills already learned.

Participating Institutions

We, the undersigned representatives of the listed institutions, agree in principle to this concept and will charge our administration with developing program articulation agreements that will be executed by the Superintendent of Schools and the College President.

Cost

There will be no charge for college credit awarded through this agreement, but the Community College may charge a small fee for the administration of the student's record.

The Community College and the Public School District will each fund one-half the cost of a coordinator for a 3-year period to a maximum of $_____ per year.

Advisory Committee

The President and the Superintendent shall jointly appoint an Articulation Advisory Committee of approximately 10 people representing the 2 institutions, and/or a committee to offer advice as the various program agreements are developed.

_____	_____
Chairman, Board of Trustees _____ Community College	President, Board of Education _____ Public School System

SAMPLE VOCATIONAL TECHNICAL 2 + 2 CURRICULUM

Mechanized Agriculture

GRADE 11 (FALL)

American History
English
Mathematics
Physical Science or Chemistry
Intro. to Ag. (3)

GRADE 12 (FALL)

American Government
English
Modern Language
P.E. or Elective Tech. Math (3)
Farm Power (3)

GRADE 13 (FALL)

English-Composition (3)
Humanities (3)
Fluid Pneu. Power (3)
Arc Welding (3)
Basic Auto (3)
Elective (3)

GRADE 11 (SPRING)

American History
English
Mathematics
Physical Science or Chemistry
Intro. to Ag. Mech. (3)
Equip. Ser. & Opr. (3)

GRADE 12 (SPRING)

American Government
English
Modern Language
P.E. or Elective Tech. Math (3)
Farm Engines (3)

GRADE 13 (SPRING)

English-Speech (3)
Farm Fabrication (3)
Elem. Machine Shop (3)
Elective (3)
Elective (3)

High school certificate of competency in service and operation

---

High school diploma and/or certificate of competency in entry level farm mechanics

---

College certificate of competency in fabrication and repair

GRADE 14 (FALL)

English-Tech Writing (3)
Behavorial Science (3)
Physical Fitness (1)
Farm Tractors (3)
Elective (3)
Elective (3)

GRADE 14 (SPRING)

Humanities (3)
Fine Arts (3)
Physical Fitness (1)
Farm Small Engines (3)
Elective (3)

College associate of applied science degree in mechanized agriculture

Suggested College Electives

Agriculture Business Management
Agriculture Computers
Introduction to Animal Science
Principles of Crop Production
Trees & Vines
Soils
Irrigation
Entomology
Plant Identification
Automobile Engines Machinery
Advanced Machine Shop
Basic Hydraulic Fluid Mechanical
Oxy/Acetylene Welding
TIG and MIG Welding

( ) indicates college credits

Sacramento City College
3835 Freeport Boulevard, Sacramento, CA 95822

OCCUPATIONAL PROGRAM ARTICULATION AGREEMENTS

THE ENCLOSED ARE SAMPLES OF THE ARTICULATION AGREEMENTS BETWEEN SACRAMENTO CITY COLLEGE AND THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT. THESE AGREEMENTS WERE DEVELOPED BY THE FACULTY INVOLVED IN THE PROGRAMS AND RATIFIED BY THE ARTICULATION COUNCIL. ALL AGREEMENTS ARE SUBJECT TO ANNUAL REVIEW AND ARE REVISED AS NEEDED TO INSURE APPROPRIATENESS. ADDITIONAL INFORMATION ON THE OCCUPATIONAL PROGRAM ARTICULATION EFFORTS ARE AVAILABLE FROM THE FOLLOWING:

SACRAMENTO CITY COLLEGE:	Norval L. Wellsfry Associate Dean, Occupational Educatio (916) 449-7568
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT:	Fran Rosen Director of Vocational Education (916) 454-6335

Occupational Program Articulation Agreement

Program Area: Clothing Alterations

Articulation Agreement:

Students receiving teacher certification of the attached Clothing Construction skills list with a "C" or better will receive advanced placement beyond FCS 23, Principles of Clothing Construction.

After completion of 12 units in the Clothing Alterations program, the student may challenge the FCS 23, Principles of Clothing Construction class for the 3 units.

April 17, 1985

SACRAMENTO CITY COLLEGE

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Carl Christian Andersen, President

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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Tom Giugni, Superintendent

SACRAMENTO CITY COLLEGE NAME _____

CONSTRUCTION EXPERIENCE EVALUATION

Students completing the introductory clothing construction course, FCS 23 Principles of Clothing Construction will have knowledge of the following skills. Mark the appropriate letter by each construction skill which you are certain you have attained to produce a standard product. Achieved through Garment (G), Sample (S), Tested Knowledge (T)

I. PATTERN ADJUSTMENT
- A. Taking Body Measurements for:
  - ___1. Pattern Size Selection
  - ___2. Body/Pattern Comparison for Adjustments.
- B. Adjustments
  - ___1. Lengthen
  - ___2. Shorten
  - ___3. Adding Width
  - ___4. Reducing Width

II. FABRIC PREPARATION
- ___A. Care Label Seeking/Insert
- ___B. Pretreatment
- ___C. Straightening Ends
- ___D. Pulling fabrics "on grain"
- ___E. Which fabrics are possible to straighten.

III. LAYOUT
- ___A. Trial Layout
- ___B. Various fabric folds for different layouts.
- ___C. Pinning patterns "on grain"
- D. Special layouts:
  - ___1. Napped/Pile
  - ___2. One way Prints
  - ___3. Stripes Balanced/ Unbalanced
  - ___4. Plaids Balanced/ Unbalanced

IV. WORKING WITH VARIOUS FABRICS
- ___A. Wovens
- ___B. Double Knits
- ___C. Jersey/Single Knits
- ___D. Tricot

V. HAND STITCHING
- A. Hand Basting
  - ___1. Even
  - ___2. Uneven
  - ___3. Diagonal/Tailor
  - ___4. Slip
- B. Hemming Stitches
  - ___1. Even slip stitch
  - ___2. Uneven Blind Slip Stitch
  - ___3. French Tailor's Hem/ 1 row for every 3/4"

VI. USE OF THE SEWING MACHINE
- ___A. Parts Names
- ___B. Definition of Parts
- ___C. Threading
- ___D. Choice of needle sizes
- E. Use of attachments:
  - ___1. Seam Gauge
  - ___2. Zipper Foot
  - ___3. Buttonhole Foot

VII. MARKING
- ___A. Dressmaker Carbon
- ___B. Thread Tailor Tacks
- ___C. Pins/Chalk (Disappearing P

VIII. SEAMS
- ___A. Plain
- ___B. Top Stitched
- ___C. French
- ___D. Flat Felled
- E. Welt
  - ___1. Single
  - ___2. Double

IX. SEAM AND EDGE FINISHES
- ___A. Stitched and Pinked
- B. Overcast
  - ___1. Hand/Whipped
  - 2. Machine
    - ___a. Zigzag
    - ___B. Other
- ___C. Clean Finished
- ___D. Hong Kong/How to Join Bias Str
- ___E. Bias Tape Bound

X. CONTROLLING FULLNESS
- ___A. Ease (2 rows of machine basting)
- B. Gathering
  - ___1. Hand (running bastin
  - ___2. Machine (3 rows of machine basting)
- ___C. Darts
- ___D. Pleats/Tucks

XI. ENCLOSED SEAMS
- ___A. Concave curves
- ___B. Convex curves
- ___C. Points
- ___D. Corners

XII. SEAM TREATMENT
___A. Trimming
___B. Grading
___C. Tapering
___D. Notching
___E. Clipping
___F. Bubbling/Favoring

XIII. CURVES
___A. Reinforced
___B. Inside to Outside
___C. Bias Faced
___D. Bound

XIV. CORNERS
___A. Reinforced
___B. Inside to Outside
___C. Bound
___D. Mitered

XV. SLEEVES
A. Set-In
___1. Basic/Smooth Cap
___2. Gathered
___B. Raglan

XVI. PLACKETS
___A. Continuous bound/lapped
___B. Faced
___C. Darted, Handrolled
___D. In seam
___E. Slashed and rolled

XVII. CUFF APPLICATION
___A. Turned Back
___B. Barrel
___C. Mock

XVIII. WAISTBAND TREATMENTS
A. Interfacing
___1. Stitched Back
Woven Perm. Press
___2. Fusible
___3. Professional stiffner
___4. Elastic
___B. Use of selvage on inner edge

XIX. COLLAR APPLICATION
___A. Rolled/Notched with Facing
___B. Rolled/Notched with Half Facing
___C. Stand
___D. Shawl

XX. ZIPPERS
___A. Single Lapped
___B. Slot/Double Lapped
___C. Mock Fly
___D. Traditional Fly

XXI. BELTS
___A. Self Belt

XXII. HEMS
___A. Eased and Shaped
___B. Pleated Areas
___C. Rolled/Machine Stitched
___D. Machine Blind Hem

XXIII. POCKETS
___A. Inseam
B. Patch
___1. Pointed
___2. Square
___3. Rounded
___C. Hip

XXIV. CLOSURES
___A. Buttons
B. Buttonholes
1. Machine
___a. With Attachment
___b. Without Attachment
2. Bound/Fabric
___a. 5 line/Simplified Patch
___C. Hooks and Eyes
___D. Snaps (uncovered)
___E. Gripper Snaps

XXV. CARRIERS
___A. Strip Belt Loops

XXVI. FACINGS
___A. Understitching
___B. Edge Finishing
___C. Tacking

XXVII. INTERFACINGS
A. Hand Application
___1. In Seam
___2. On Fold
B. Machine Application
___1. In Seam
___2. On Fold
C. Fusibles (Waistbands only)
___1. Prefinished kits with f
___2. Pretrimming out of seam

XXVIII. LININGS
___A. Selection
___B. Cutting
___C. Application

XXIX. UNDERLINING
___A. Select
___B. Cuttin
___C. Applic

XXX. SPECIAL TECHNIQUES
___A. Stretching as You Sew
___B. Putting Creases in Pant Le
___C. Pants Assembly Sequence
(Side Seam, In-Seam, Crotc
Seam)
___D. Ribbing Application
___E. Elastic Application

Occupational Program Articulation Agreement

Program Area: Computer Science

Articulation Agreement:

The following certificates can be used for advanced placement in those SCC Computer Science courses that require completion of CS 5 with a grade of C or better:

1. ROP Computer Operations/Programming
2. Luther Burbank Academy
3. Kennedy Advanced Placement Program

In addition, the certificate of completion from Kennedy Advanced Placement Program class in Pascal may be used for Advanced Placement in SCC Computer Science classes that require completion of CS 15.

April 17, 1985

SACRAMENTO CITY COLLEGE

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Carl Christian Andersen, President

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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Tom Giugni, Superintendent

COMPUTER OPERATIONS AND PROGRAMMING
VOCATIONAL EDUCATION DEPARTMENT
Sacramento City Unified School District
Joe Stymeist, Instructor

Student Name	Grade
ROP Counselor's Name	Home School

PROGRAM ANALYSIS	G	S	U	I
Well defined algorithm				
Step-wise refinement				
Good use of Sub-Routines				
Diagrams (Flowchart, etc)				
Supv. sig.				

ANTIBUGGING/DEBUGGING	G	S	U	I
Anticipates errors				
Use of error traps				
Error handling routines				
Locating/correcting errors				
Use of Line editing				
Use of Full Screen editing				
Supv. sig.				

PROGRAMMING STYLE	G	S	U	I
Uses Documention (remarks)				
Descriptive Variables				
For/Next Indentation				
Formatted Output				
Supv. sig.				

BASIC VARIABLE ASSIGNMENT	G	S	U	I
LET				
FOR/NEXT				
INPUT				
READ/DATA				
RESTORE				
Supv. sig.				

INPUT/OUTPUT	G	S	U	I
INPUT				
LINE INPUT				
INPUT #				
GET				
INKEY$				
INPUT$()				
PEEK				
POKE				
PRINT				
PRINT #				
PRINT @				
PRINT TAB()				
PRINT USING				
PUT				
OUT				
Supv. sig.				

BRANCHING/LOOPING	G	S	U	I
Conditional IF-THEN				
Conditional ELSE				
Unconditional GOSUB				
Conditional ON GOSUB				
FOR/NEXT				
Nested FOR/NEXT				
Understands the use of STEP				
FOR/WHILE				
FOR/UNTIL				
Limits use of GOTO				
Limits use of ON-GOTO				
Supv. sig.				

SUBSCRIPTED VARIABLES	G	S	U	I
Understands Dimension				
Sequential Searching				
Binary Searching				
Bubble Sorting				
Index Sort				
Supv. sig.				

STRING MANIPULATION	G	S	U	I
LEFT$(,)				
RIGHT$(,)				
MID$(, ,)				
CHR$( )				
INSTR(,)				
LEN( )				
VAL( )				
ASC( )				
Concatenation				
Supv. sig.				

INTERNAL/USER DEFINED FUNCTIONS	G	S	U	I
Library Functions				
Defined Functions				
Supv. sig.				

DISK UTILITIES	G	S	U	I
FORMAT Procedures				
BACKUP Procedures				
Protecting Files (ATTRIB)				
File specifications				
List Diskette contents				
List File contents				
Job Control Language (JCL)				
Supv. sig.				

OPERATING SYSTEMS	G	S	U	I
CP/M				
LDOS				
TRSDOS				
Supv. sig.				

PASCAL	G	S	U	I
Understands DATA TYPES				
Variable Declaration				
Variable Init.				
Values as Expressions				
Operators				
INT				
REAL				
PRECEDENCE				
Supv. sig.				

INPUT/OUTPUT	G	S	U	I
READ/READLN				
WRITE/WRITELN				
Output Format				
Supv. sig.				

PROCEDURES	G	S	U	I
Function Calls				
Arithmetic Functions				
Ordering Functions				
Boolean Functions				
Identifiers/local				
Identifiers/global				
Passing Parameters				
Forward Declaration				
Supv. sig.				

DATA STRUCTURES	G	S	U	I
Case Structure				
Looping				
Pointers				
Supv. sig.				

PROGRAM DECISIONS	G	S	U	I
"IF" Structures				
AND/OR/NOT Boolean				
Supv. sig.				

STRUCTURED TYPES	G	S	U	I
Records				
Arrays				
Files				
Supv. sig.				

Occupational Program Articulation Agreement

Program Area: Drafting Technology

Articulation Agreement:

Students completing approved drafting programs offered by the SCUSD will receive advanced placement in the Drafting Technology program at SCC (DT 61, 62, 64) upon completion of the following:

1. Verification from the Sacramento City College Assessment Center certifying a mathematics skills competency equivalent to the requirements for a C or better grade for Drafting Technology 52.

2. Letter of recommendation from participating high school instructor verifying theoretical and practical competencies equivalent to the requirements for a C or better grade for Drafting Technology 51.

NOTE: Full credit for prerequisite courses DT 51, 52 and 53 will be awarded upon successful completion with a grade of C or better from DT 61, 62 and 64.

April 17, 1985

SACRAMENTO CITY COLLEGE

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Carl Christian Andersen, President

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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Tom Giugni, Superintendent

Occupational Program Articulation Agreement

Program Area: Electronics Technology

Articulation Agreement:

Students completing approved electronics programs offered by the SCUSD will receive advanced placement in the Electronics Technology Program at either of the two following levels:

a. Entrance in ET, 30, 51

b. Entrance in ET 61, 62

Level 1: Bypass ET-A and ET-50 to enter ET-30 and 51.

Level 2: Bypass ET-A, ET-50, ET-30, ET-51 to enter ET-60, 61 and 62.

Verification to be determined by the following:

1. By successful completion of the final examination for ET-A with a grade of C or better to be administered by SCC electronics staff during time allotted for Final Exam. Skill sheet from high school instructor will be accepted as proof of proficiency in ET-50.

2. By successful completion of the final examination for ET-30 and ET-51 with grade of C or better to be administered by SCC electronics staff. According to regular final examination schedule. Skill sheet from high school instructor will be accepted as proof of proficiency in ET-50 and laboratory portion of ET-30.

April 17, 1985

SACRAMENTO CITY COLLEGE

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Carl Christian Andersen, President

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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Tom Giugni, Superintendent

Occupational Program Articulation Agreement

Program Area: Vocational Nursing

Articulation Agreement:

1. Students must pass the CNA course with a grade of "C" or better.

2. Students must present verification of passing a standardized test at 12th grade level (comparable to CAT currently used at SCC for admission to the VN Program).

3. Amount of credit allowed will be comparable to related content of the first semester of the Vocational Nursing Program.

4. Students granted credit must satisfactorily perform basic nursing procedures in the skills laboratory before being assigned to patient care in clinical facilities.

5. The SCC VN Program will reserve two (2) places each semester for applicants who have completed the CNA course through SCUSD.

April 17, 1985

SACRAMENTO CITY COLLEGE

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Carl Christian Andersen, President

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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Tom Giugni, Superintendent

IN ADDITION TO THE ATTACHED AGREEMENTS, ARTICULATION AGREEMENTS HAVE ALSO BEEN DEVELOPED FOR THE FOLLOWING PROGRAMS:

- ACCOUNTING
- METAL INDUSTRY TECHNOLOGY (WELDING & MACHINE SHOP)
- WORD PROCESSING
- OFFICE ADMINISTRATION (CLERICAL SKILLS)
- EARLY CHILDHOOD EDUCATION

FURTHER INFORMATION ON THESE AGREEMENTS IS AVAILABLE ON REQUEST.

GROUP WORKSHEET

Vocational/Technical Study Area_____

Please answer the following questions.

1. What is the urgency or impetus for establishing formal articulation agreements between West Hills College and its feeder high schools in this study area at this time?

2. Overall, what will it take to really make secondary-postsecondary vocational technical articulation work in this community?

3. What barriers or problems do you anticipate running into that are unique to this community, this region or the study area which you are evaluating?

4. What educational benefits do you anticipate for West Hills College students and the students in grades 11 and 12 at the feeder high schools if formal articulation agreements are developed in the study area which you are examining?

5. What benefits to business do you anticipate?

6. Besides the study area that your group is evaluating today, for which other programs or courses would you like most to see formal articulation agreements developed?. Please prioritize.

7. Summarize or list your group's concerns, recommendations, caveats, etc. with respect to developing formal articulation agreements in the area of study examined today.

7. Identify one person from your group who will present your group's work to the total body.

Appendix F

President's Transmittal Letter

On December 7,1989, you were invited to attend a planning "charrette" at West Hills College to discuss strategies to develop formal technical/vocational articulation agreements between the college and its feeder high schools.

Enclosed for your review is the charrette summary, " A Strategic Planning Process." It captures the essence of the day's proceedings and includes implementation strategies, recommendations, and copies of the contents of the participant's packets as Appendices A-G.

The faculty and staff at West Hills is committed to continuing the development of viable articulation programs with our high schools. We are particularly interested in those that meet the demand for skilled workers in technical and vocational fields. Look forward to further advancements with articulated programs at West Hills in the very near future.

If you have questions or would like to respond in some way to the summary report, please contact Dr. Pamela Hawkins at 935-0801 x206.

Sincerely,

Stan R. Arterberry
Co-President
Dean of Student Services

Enclosure (1)

Appendix G

Summary of a Charrette, "A Strategic Planning Process"

WEST HILLS COMMUNITY COLLEGE DISTRICT

SEARS KEEP AMERICA WORKING (KAW)
PARTNERSHIP PROGRAM

A PLANNING GRANT
TO
DEVELOP TECHNICAL VOCATIONAL ARTICULATION AGREEMENTS
WITH
HIGH SCHOOLS, BUSINESS AND INDUSTRY

SUMMARY OF A CHARRETTE

"A Strategic Planning Process"

INCLUDES IMPLEMENTATION STRATEGIES
AND RECOMMENDATIONS

Presented

December 7, 1988

West Hills College, Coalinga, California

Prepared by

Central Valley Resource Development Group

January, 1989

SEARS KEEP AMERICA WORKING (KAW) PLANNING GRANT

In October, 1988, West Hills College received a $5,000 Sears Foundation Keep America Working (KAW) planning grant. The grant is designed to enable West Hills College District to begin the planning necessary to strengthen its linkages with its feeder high schools and local businesses, particularly in the area of technical vocational programs. The KAW grant is part of the Sears Foundation's partnership program with business, industry, and community colleges.

West Hills College proposed to strengthen its technical vocational linkages through conducting a strategic planning session to begin gathering the data and expert input crucial to the development of formal technical vocational articulation agreements.

Implementation of Sears KAW Planning Grant

To implement the Sears Keeping America Working (KAW) grant, the college selected a modified Charrette. A **Charrette** is an intensive, short time, group planning process in which problems are analyzed and solutions recommended.

The Charrette was viewed as the most expedient and effective way to carry out the major tasks of the Sears KAW planning grant. It was also designed to focus the needed expertise of the high schools, college, business and industry on the issue of partnerships for the purpose of planning and ultimately developing formal articulation agreements between these entities.

Articulation is defined as a planned process linking two or more educational systems to help students make a smooth transition from the secondary level of occupation or academic training to the two-year or four-year postsecondary level without experiencing a delay or duplication of learning.

Although the focus of this Charrette was technical vocational articulation agreements, there was an understanding that at West Hills College, articulation of academic program areas can be a concurrent activity with the development of technical vocational articulation agreements.

Preparation For The Charrette

In preparation for the Charrette, a representative of Central Valley Resource Development Group, (CVRDG) (consultants for this project) participated in a meeting with representatives from West Hills College, WHC Board of Trustees, local high schools, and the Tulare County Regional Occupational Training Program (ROP), to discuss the issue of articulation and to explain the Charrette process and its anticipated outcomes.

For the Charrette, West Hills College brought together individuals representing a cross section of the college district, business, and high school communities. Approximately 125 persons were invited by the college interim co-president, Stanley R. Arterberry, to participate in the Charrette. (Sample Letter, Appendix A)

Participant packets were prepared by CVRDG for distribution at the Charrette. The packets contained information which provided background on the Charrette process, the definition and the ten guiding principles of articulation, a group worksheet of questions, and sample articulation agreements developed by institutions around the country.

In order to not "re-invent the wheel" each packet also contained some examples of the work products of other community colleges leading up to the definition and development of a process for formalizing articulation agreements. West Hills College is especially appreciative of the opportunity to review the articulation work products produced by State Center Community College District and Sacramento City College.

The Charrette

The Charrette was conducted for West Hills College by Central Valley Resource Development Group of Fresno, California, (CVRDG) on Wednesday, December 7, 1988, 9:00 a.m.- 3:30 p.m., at West Hills College.

Although scheduling the workshop for December 7 appeared to be the most advantageous time in order to complete the objectives of the grant in a timely manner, the date, unfortunately, fell at a time when inclement weather, (the threat of dense Tule fog conditions) made geographical isolation of the various small agricultural communities a major consideration with respect to attendance.

Nevertheless, approximately 30 individuals representing educational institutions, the business community, city government, and the nearby Avenal State Prison, participated in the planning activities.

The agenda for the day-long activity (Appendix B) included a welcome from West Hills College interim co-president, Stanley R. Arterberry and Bob Arp, of the West Hills Community College District Board of Trustees. Representatives of the City of Coalinga and the Coalinga Chamber of Commerce were invited but unable to attend due to scheduling conflicts.

The activities of the day were deliberately facilitated by CVRDG to be results oriented and resulted in a meaningful task-oriented experience for the participants.

The first major task was completed by Jane Wyatt-Mejia, CVRDG's Senior Consultant, Research and Evaluation, who reviewed with the participants the definition and purposes of the Charrette, the definition and Ten Principals of Articulation, and an overview of the articulation process. (Appendices C, D, and E). Included in the participant packets were sample articulation models for each group to consider. (Appendix F)

The second major task for the morning session was completed by Christine Johnson, Ed.D, CVRDG's Senior Consultant, Program Planning and Development, who reviewed the procedures to be used by the facilitators in conducting the day's planning activities.

Dr. Johnson initiated the day's activities by asking the following questions: 1. If you were driving across the country on a major trip, particularly for the first time, would you need a map? With the participants agreeing that they would need a map, she then asked the second question: 2. Why do we then ask our students to attend our educational institutions without providing a clear roadmap for them? These questions and their responses set the tone for the activities that followed.

The participants were assigned to small groups based on interest. Due to inclement weather, the topics, as shown on the Charrette agenda, were consolidated into three groups because the level of participation was considerably lower than anticipated.

The topics covered in each group are as follows:

Group 1

Diesel/Heavy Equipment, Computer (Introductory), Agriculture Mechanics.

Group 2

Early Childhood Education, Administration of Justice, Secretarial/Word Processing.

Group 3

Community College/Business/Industry Partnerships

The first major activity undertaken by each group was the development of a Mission/Philosophy Statement for the technical/vocational program area in response to the following:

"The mission of vocational technical articulation should be..."

Following deliberations, each group presented a proposed Mission/Philosophy statement to the body.

Each statement was juried by a volunteer panel of two, following which, additional comments were invited from the floor. The Mission/P&ilosophy statement adopted by the group was:

MISSION/PHILOSOPHY STATEMENT

> "The Articulation Agreement should include elements which will identify, assess, and train a productive and accountable workforce for society. It should attract, expose, and retain additional students to technical and vocational programs; and facilitate student success and exchange of information for determining and fulfilling the program needs of high schools, community colleges, business and industry."

After the Mission/Philosophy Statement had been selected, each group set to work on its assigned topic for the day. To assure uniformity of feedback, and to guide the thinking process, each small group was asked to respond to the same eight questions related to the development of formal articulation agreements and to identify a representative who would present and explain their group's work to the body. (Appendix G)

The following information represents a composite of the responses received from the groups represented:

1. **What is the urgency or impetus for establishing formal articulation agreements between West Hills College and its feeder high schools in this study area at this time?**

   a. Lack of skilled workers in most of the vocational areas.

   b. Lack of early identification system for vocational students.

   c. Need to provide alternatives to "street occupations, i.e. drug runners."

   d. A new hospital and prison have been established in the area and trained workers will be needed in the areas of administration of justice and health.

BEST COPY AVAILABLE

e. Great need for mechanics in technology because of an aged work force; sister colleges have closed down their programs; industries are interested in employer based training for students.

2. **Overall, what will it take to really make secondary-postsecondary vocational technical articulation work in this community?**

a. Early intervention - waiting until grades 11 and 12 is too late.

b. Communication between high school, community college and business community.

c. Four-way partnership - students, parents, education, industry.

d. Development of formal 2+2 articulation agreements, in addition to team teaching.

e. Identification of role models from industry for mentoring at the elementary, secondary, and postsecondary levels.

f. Awareness program of employment opportunities, starting at the high school level.

g. An articulated curriculum.

h. Local advisory committees that are functional throughout the district to assess community needs.

i. Legislation (as a source of funds)

j. Secondary schools need to buy in to the articulation agreements.

3. **What barriers or problems do you anticipate running into that are unique to this community, this region or the study area which you are evaluating?**

a. Lack of information about employment opportunities at the high school level.

b. Lack of adequate communication between faculty at the high school and community college levels.

c. Cultural and language barriers because of the high concentration of Hispanics.

d. Limited diversity of industry.

e. Concurrent enrollment.

f. Teachers who are reluctant to change.

g. Identifying faculty and staff who can make the time to develop the formal articulation agreements.

h. Lack of occupational video tapes for all occupations.

4. **What educational benefits do you anticipate for West Hills College students and the students in grades 11 and 12 at the feeder high schools, if formal articulation agreements are developed in the study area which you are examining?**

a. Improved enrollment at West Hills College.

b. Employer based training to meet vocational demand.

c. Improved communication and involvement with local and regional business and industry.

d. Greater utilization of existing resources.

e. Curricula would be more relevant to business/industry's needs and students interests.

5. **What benefits to business do you anticipate?**

a. Skilled work force.

b. Creates a previously agreed upon mechanism for business and industry to more easily communicate their changing short term and long term needs in occupational competency levels to the high schools and college.

6. **Besides the study area that your group is evaluating today, for which other programs or courses would you like most to see formal articulation agreements developed? Please prioritize.**

a. Business

b. Agriculture

c. Computer Technology

d. Ag Mechanics

7. **Summarize or list your group's concerns, recommendations, caveats, etc. with respect to developing formal articulation agreements in the area of study examined today.**

Need to get started with one area, one school. work out difficulties, then add others.

Additional concerns include the following questions and comments:

How do you get the attention of the high schools? Directions from the state appear to de-emphasize vocational and emphasize academic programs, but industry has needs too. How can we get state support e.g. funds earmarked for technical/vocational articulation programs? There is a need to develop a new image in the community (for good PR) for the words "vocational," and "occupational," or new terminology.

Employer Survey

The employers present at the Charrette, who are eager to see formal articulation agreements in place and working, agreed that agriculture, ag-related businesses, the new hospital, and Avenal State Prison represent the major employers in this region, which is composed of small, rural, widely scattered agricultural communities.

The following occupations were identified as the most critical for this region, therefore, the ones that should be considered first for technical vocational articulation agreements (in alpha order):

1. Administration of Justice
2. Ag-Mechanics
3. Agriculture
4. Business
5. Computer Technology
6. Health Professions

As part of the actual creation of formal articulation agreements in the six areas identified above, West Hills College plans to schedule meetings with employers and instructors to identify the occupational competency levels required for entry level and advanced entry level positions.

Faculty Development

Prior to, and throughout the Charrette, comments surfaced with respect to the need for:

1. Better communication between high school and community college counselors;

2. Better communication between high school and community college technical vocational teachers and instructors;

3. Creation of a report-back mechanism from the community college to the high schools, as a way to insure workable articulation agreements.

Recommendations:

a. West Hills College administrators and faculty should establish a mechanism that provides for regular meetings with high school administrators and faculty in order to establish open, clear, and frequent communication.

b. Identify the financial and personnel resources to plan and implement a one-day administrator, counselor, faculty development conference to:

   i. acquaint administrators, high school teachers, community college instructors, and counselors with the benefits of articulation to educators, business and students;

   ii. discuss mutual concerns related to "turf", ADA, course credit, revisions, evaluation etc.;

   iii. develop mutual respect and trust;

   iv. reinforce the importance of collaboratively reviewing, upgrading, updating, and coordinating curricula.

   v. identify and agree upon areas for utilizing mutual resources, facilities, personnel, supplies, and equipment.

c. Provide in-service training to WHC instructors in targeted occupations to enlarge the capacity of the college to provide vocational technical training in

these occupations once the formal articulation agreements are in place.

d. Establish an intra-college communication network that provides for regular, open, clear, results-oriented vertical and horizontal communication between WHC administrators, faculty and counselors.

e. Selected WHC and high school administrators, faculty and counselors should site-visit the Bakersfield College/Kern High School District/Kern County ROP vocational technical 2+2 program, which focuses on better trained technician-level employees to work in the highly mechanized agriculture industry.

Feedback Mechanism From WHC to High Schools

High school administrators, faculty and counselors expressed the need for the community college to report back to them the progress of their students as a tool that will enable them, with more precision, to further refine and update their curriculum and counseling support.

Recommendation:

a. Feedback to the high schools should be a major topic at the faculty development conference. Collaboratively, a workable mechanism for reporting back to the high schools the academic progress of their students can be agreed upon that:

   i. defines the content and format of the report;

   ii. identifies who at the community college will prepare the report and the process for data collection;

   ii. determines who at the high schools will be recipients of the report;

   iii. establishes regular timeframes for reporting.

Model Enrichment Program For High Risk Youth

Model enrichment programs for high risk youth, though vitally needed, were not discussed as part of the Charrette process. However, it has been recognized by West Hills College administrators, faculty and

counseling staff that such an enrichment program coordinated with the high schools would:

1. Increase the number of high school completers;
2. Boost student motivation and self confidence;
3. Ease student transition from high school to college;
4. Reduce truancy;
5. Increase the number of high school graduates enrolling at West Hills College.

High risk youth are defined as youth who, because of academic, cultural, linguistic, and economic disadvantages, have difficulty keeping up or staying in school.

West Hills College is, therefore, encouraged to identify internal and or external resources and program models that will enable the college and its feeder high schools to coordinate the development of a model enrichment program for high risk youth.

To assist the college to establish such a program, the following outline of the elements of a successful enrichment program for high risk youth is presented for consideration and adaptation:

Elements of a Model Enrichment Program for High Risk Youth

1. Comprehensive orientation to the college campus, programs, services, student associations, and facilities;
2. Regularly scheduled enrichment activities on the college campus;
3. Indepth review of financial aid, including an understanding of the financial aid application process, instruction in how to complete the financial aid application(s), the amount of financial aid that may be available, and filing deadlines;

4. Remedial instruction and tutoring, particularly in basic skills areas such as reading, math, and writing;

5. Intensive academic and personal counseling;

6. Indepth review of the college admissions policies, procedures, application, and deadlines;

7. Parental as well as student interaction with both high school and community college counselors and faculty on a regular basis.

8. Aggressive recruitment of students for participation in the enrichment program;

9. Close and frequent communication between high school and community college counseling staff.

10. Availability of bilingual counseling and remedial instruction.

11. Identification of all postsecondary educational options available in the region.

12. Transportation for students to participate in the enrichment activities on the college campus.

Planning For Formal Articulation Agreements

Although West Hills College currently has a number of informal linkages with business and industry and with its feeder high schools in both academic and technical vocational program areas, the college feels that it is important for present and future recruitment, retention and student progress to now formalize its articulation agreements.

Formal articulation agreements will clarify the role of the parties to each agreement, standardize the competency levels of curricula for the admittance of high school graduates to West Hills College and designated four-year institutions, and provide a conduit for students from grades 9/10, 11/12, 13/14, through 15/16, that will eliminate redundancy, i.e. duplication of courses, and avoid delay or loss of time.

The sample, formal articulation agreements provided to the Charrette participants included both time shortened and advanced skills models. The sample agreements coupled with the results of the Charrette and employer survey will provide West Hills College technical vocational faculty with a package of information and a

variety of options with respect to developing their own formal articulation agreements. At the same time, the sample agreements provide ideas for the future development of academic and technical vocational articulation agreements.

Types of Articulation Programs

Vertical Articulation

a. Time Shortened Program

1. Designed to eliminate unnecessary redundancy in order to grant some type of advanced placement to high school students entering community college and to community college students entering four-year institutions.

b. Advanced Skills Programs

1. Designed to eliminate duplication of training across secondary-postsecondary levels, but their main purporse is to streamline occupational training for grades 11-14 to incorporate into the curriculum more advanced training than the typical postsecondary occupational program will allow.

   There are two forms of advanced skills programs:

   a. Core Curriculum or Tech Prep Approach

      High school students receive a core curriculum as defined in SB 813 as well as critical literacy skills that will prepare them for success in a strong postsecondary technical program;

   b. Advanced Skill Model or 2+2 Program

      A program that tightly coordinates occupational training for grades 11-14; two years in high school courses and two years of postsecondary technical courses - usually involves a competency-based program for each technical speciality.

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Horizontal Articulation

Horizontal articulation occurs when students move from one campus or program to another of the same type.

Reverse Articulation

Reverse articulation occurs when students enrolled in an institution normally considered to be at an advanced level return to an institution of education they usually would be expected to have graduated from earlier.

Action Steps For Articulation

The following action steps will help educators apply the Ten Principles of Articulation (Appendix D) in developing articulation systems and articulated curricula. Although they appear in a logical order, they do not have to be accomplished in any particular progression. The steps are specific, but at the same time general enough to apply to different models of articulation in different educational settings.

- Identify the need for and benefits of articulating with other educational institutions in the West Hills College service area.
- Identify other educational institutions that would benefit from articulating with West Hills College.
- Meet with the CEOs of these organizations.
- Involve the chief instructional officers and vocational directors in these meetings.
- Establish the goals to be achieved through articulation.
- Develop written articulation agreements for execution at the institutional level and between program departments.
- Select one or two program areas that appear amenable, where faculty members have established relationships and that have a particular need for articulation. Once these program areas are successfully articulated and the benefits visible, use these successes to get other occupational departments participating in articulation.
- Involve all faculty from the beginning in the articulating departments in planning and developing the system and the curricula.

- Involve guidance counselors in the articulation planning to get their suggestions and support and to keep them informed.

- Establish clear communication vehicles within your institution and between and among institutions.

- Make clear to those within your institution that articulation is an institutional priority.
- Provide release time to teachers for meetings and for curriculum development or revision.

- Select an articulation coordinator jointly funded by participating institutions, or give someone in each institution the responsibility for articulation and time to do the job.

- Provide secretarial support for the articulation coordinator and faculty.

- Establish a system for certifying competencies or educational accomplishments of students in articulated courses for students to use when they apply for credit at the next educational level.

- Publicize the articulation arrangement and programs to students, parents, and employers.

- Establish a system for reviewing, evaluating, and revising the articulation system and the articulated curricula.

The preceding list of action steps can be used as a checklist as well as a guide when undertaking articulation. The challenges of the process are many, but they are outweighed by the benefits to the students, educational institutions, and employers.

Publicity

To publicize the Sears KAW grant, West Hills College provided a press release to the local print media. (See copy of news release, Appendix H) Moreover, the letters of invitation to high school principals, counselors, businessmen, industry leaders, Chambers of Commerce, and City Managers, West Hills College faculty and counseling staff, effectively publicized receipt of the planning grant and its intended purpose in this rural, agricultural region of widely scattered population centers.

Leveraging

To leverage the $5,000 grant, West Hills College, through the Charrette process, identified persons who have offered assistance and in-kind contributions in the form of staff support, supplies, counselor and faculty release time, and other professional expertise. Area businessmen have expressed an interest in continuing their participation with West Hills College in the development of formal technical vocational articulation agreements.

The planning process that was facilitated by the Sears KAW grant has enabled West Hills College to begin one phase of the strategic planning that is needed to develop its Five-Year Master Plan. In addition to providing the college with a clear direction for the future, the development of a Five-Year Master Plan (recommended as a result of a recent accreditation team visit) is one preliminary step on the road to the college's development of a Comprehensive Development Plan (CDP). The CDP is a requirement of the federal Dept. of Education (DOE) Title III Developmental Grant for which West Hills College plans to compete.

West Hills College has the option to apply for a one-year Title III Planning Grant which, if awarded, will enable the college to complete the development of a Comprehensive Development Plan.

Whether the college chooses not to apply, or if it applies but is not awarded a Title III Planning Grant, the college retains the option to complete the development of a CDP with its own resources, complete the formal eligibility application process, and if eligible, apply for a DOE Title III, three, four, or five year Developmental Grant.

Conclusion

West Hills College appreciates the opportunity to have received a Sears KAW planning grant, and believes that the planning activities facilitated by the grant are an encouraging contribution to the establishment of the college's formal articulation linkages with its feeder high schools, four-year institutions, business and industry. Moreover, it will greatly assist the college to continue development of the necessary planning documents to satisfy accreditation requirements and compete for external resources.

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CHARRETTE PARTICIPANTS

1.	Bob Arp,	West Hills College, Board of Trustees
2.	Stanley Arterberry	West Hills College
3.	Dorothy Ashe	West Hills College
4.	S. A. Bell, Jr.	Avenal State Prison
5.	Larry Brown	West Hills College
6.	Steve Casey	City of Avenal
7.	Eric Christenson	West Hills College, Ag.
8.	Bill Dale	West Hills College
9.	Michael Dodge	Chowchilla Unified School Dist.
10.	Don Forth	West Hills College
11.	Jackie Fowler	West Hills College
12.	Michael Gilmartin	West Hills College
13.	Pamela Hawkins	West Hills College
14.	Gerald Hubbard	West Hills College, Ag.
15.	Rodney Montgomery	Borba Farms
16.	Edward Parolui	Spreckels Sugar
17.	George Perez	Coalinga High School
18.	Virgil Powell	West Hills College
19.	James Rand	West Hills College
20.	Marvin Rees	Jones Farms/Adjunct
21.	Richard Schetler	West Side Field Station
22.	Tami Van Cleve	West Hills College

REFERENCES

1. Avenues For Articulation: Coordinating Secondary and Postsecondary Program, (1986). Research & Development Series No. 259, The National Center For Research in Vocational Education, The Ohio State University.

2. 2 + 2 + 2 = Articulation: The Student's Key To Success, (1987). State Center Community College District, Fresno, CA.

3. Occupational Program Articulation Agreements, Los Rios Community College District, Sacramento City College; Sacramento City Unified School District, Sacramento, CA.

APPENDICES

APPENDIX A

Coalinga Campus
300 Cherry Lane
Coalinga, CA 93210
(209) 935-0801
1-800-255-1114

WEST HILLS COLLEGE

Coalinga Campus | North District Campus | Kings County Campus

November 20, 1988

^F1^

Dear ^F2^

Recently, West Hills College received a Keep America Working (KAW) grant from the Sears Roebuck Foundation, Partnership Program. Grant funds were awarded to the West Hills College Rural Technical/ Vocational Partnership Project for the purpose of beginning the planning that will lead toward formal technical/vocational articulation agreements between the college and its feeder high schools.

To initiate the project, West Hills College cordially invites you to participate in a modified "Charrette" process. This planning process will provide a forum for initiating this collaborative effort and is scheduled to occur on Wednesday, December 7, 1988, 9:30 a.m. to 3:30 p.m. at West Hills College, in the Student Center.

The positive outcomes anticipated for the Charrette planning process include the development of a clear mission and philosophy statement for the WHC technical/vocational program area of study; an agreement on the curriculum and competency levels required to implement a formal technical/vocational articulation process; and identification of key technical/vocational demand occupations.

As a participant, you will receive a packet of materials that will further explain the planning process. Please call Dr. Pamela Hawkins in the college development office, at 935-0801, ext. 206, by November 30, 1988, to let us know if you will be able to attend. Your participation in this planning process is vitally important to West Hills College's success.

Ms Jane Wyatt-Mejia has been hired by the college to coordinate the project and will work cooperatively with you to carry out the goals and objectives of the Project, including the Charrette.

I shall look forward to hearing from you.

Sincerely,

Stanley R. Arterberry
Co-President

APPENDIX B

WEST HILLS COLLEGE

Coalinga Campus
300 Cherry Lane
Coalinga, CA 93210
(209) 935-0801
1-800-255-1114

Coalinga Campus | North District Campus | Kings County Campus

VOCATIONAL/TECHNICAL CHARRETTE
Wednesday, December 7, 1988

AGENDA

9:30 a.m.	WELCOME
	West Hills College WHC - Board of Trustees City of Coalinga Coalinga Chamber of Commerce
9:50 a.m.	INTRODUCTIONS
10:00 a.m.	PURPOSE OF CHARRETTE AND OVERVIEW OF ARTICULATION
10:15 a.m.	**BREAK**
10:25 a.m.	REVIEW OF PROCEDURES FOR CONDUCTING THE CHARRETTE
10:30 a.m	CREATE MISSION/PHILOSOPHY STATEMENT-VOC/TECH STUDY AREA (Small Groups)
11:30 a.m.	SUBJECT AREA EXAMINATION AND RECOMMENDATIONS (Small Groups)
	a. Diesel/Heavy Equipment b. Computor (Introductory) c. Agriculture Mechanics d. Animal Sciences e. Early Childhood Education f. Administration of Justice g. Secretarial/Word Processing h. Health Education i. Community College/Business/Industry Partnerships
12:30 p.m.	**LUNCH**
	Mission Statements Reviewed/One Selected Facilitator: Dr. Christine Johnson
1:30 p.m.	SMALL GROUP DISCUSSION (continues)
2:30 p.m.	SMALL GROUPS PRESENT THEIR RESULTS
3:30 p.m.	WRAPUP/EVALUATION/ADJOURNMENT

AN INTRODUCTION TO THE CHARRETTE

Charrette comes from the French noun meaning cart. Used in architecture, en charrette (by cart), for an intensive critique and planning.

At the Ecole des Beaux-Arts in Paris, student architects collected their project materials for final jurying by the faculty, seated themselves on a charrette and were pulled by other would-be architects to their examination. Along the way in a kind of intensive planning process, the group would join their talents and background to critique and redesign the preliminary architectural plan or solution, despite the short time available.

Thus, the charrette process came to be an assembly of professional architects and students, who would jointly analyze a major design problem, would develop a number of solutions to the problem, critique these, and select the best. The charrette brought a number of architectural talents, interests, biases, and resources to bear at one time on an important problem. This intensive group planning process has been successfully adapted to educational and community planning.

West Hills College is delighted that you are able to join us in taking a look at the essentials that will be needed to develop formal 2+2 articulation agreements. While we will be looking primarily at the vocational/technical study area today, articulation is equally valid for academic and transfer curricula.

In the past, West Hills College has developed informal articulation agreements in several subject areas. Now, the college believes that it is important to develop formal articulation agreements.

Articulation is defined as a planned process linking two or more educational systems to help students make a smooth transition from the secondary level of occupational or academic training to the two-year or four-year post-secondary level without experiencing a delay or duplication of learning. Articulation is envisioned as a continuum of skills which may or may not lead to advanced placements. Articulation can be both vertical and horizontal.

Some articulation efforts go beyond the goal of saving students time and money. Such programs eliminate duplication in order to make room in the curricula to teach more advanced skills than could normally be taught in a traditional program. These two different benefits constitute major categories of secondary-postsecondary voc/tech articulation: 1. time-shortened programs and 2. advanced skills programs.

To establish the agreements, faculty from the high schools and the college will need to meet to analyze course content and proficiency levels. After this analysis, faculty will need to draw up articulation agreements which specify competencies for each course.

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THE TEN PRINCIPLES OF ARTICULATION

1. Leadership and Commitment

Leadership from the very top of the organization is a key element necessary for the success of the articulation effort. Superintendents, principals, presidents, school boards, and trustees must take leadership for articulation and must organize and commit institutional resources toward that effort. Curriculum people and department chairs must also provide leadership to faculty.

2. Early Faculty Involvement

We must involve faculty members early. Their early involvement in developing articulation procedures and materials will help assure acceptance of the articulation effort. In order to insure a successful articulation program, as many faculty members as possible should be invited to participate in the meetings held for planning and curriculum development. This will help instructors from the different levels, high school, ROP/C, community college and the four-year institutions to get to know one another, understand each other, and respect one another. Meetings should rotate between facilities so that instructors can better understand the "other guy's" program.

3. Respect and Trust

Relationships need to be built on respect and trust. This usually takes time and is developed through the process of working together on common goals. Secondary and post-secondary instructors and administrators often have misconceptions about their colleagues at the other education level. In situations where an articulated program has instructors at one level certifying the competencies of their graduates, skepticism is removed and the student becomes the focus. Respect and trust are reinforced by regular communication and working together.

4. Mutual Benefits To All Parties

To be successful, the articulation effort must ensure that all parties benefit. Each school and college must clearly see the benefits to be derived. Unless both parties clearly understand how they will benefit, they will not be willing to commit the time and resources necessary for meaningful articulation.

- Articulation serves students best by saving them time and money because they don't have to duplicate courses.
- Articulation helps schools and colleges improve their curricula. Faculty and administration at both levels will see articulation as a good recruiting and public relations tool.

5. Written Articulation Agreement

Write it out! Put all agreements in writing. A formal written articulation agreement should be signed by the chief executive officer of the schools and colleges.

Most organizations having articulation agreements have them at two levels: at the institutional level and at the program level. Presidents and principals/superintendents usually sign at the institutional level and department heads sign at the program level. The agreements need to be publicized both within and outside the institutions.

6. Open, Clear and Frequent Communication

Talk to one another as often as possible. Communication in the articulation process needs to be open, clear, and frequent. Communication needs to take place between the different levels, between counterparts in the different organizations, and vertically between members of the same institution. Without participants knowing about and supporting the articulation effort, it can't be successful.

7. Modest Initial Goals

Let's do it right the first time! Start small and build. The easiest place to start is with a vocational/technical program where faculty members are open to change.

Concentrate administrative efforts and resources toward only one or two program areas at a time to do the job well. The success and benefits from that first established articulated program will convince other departments to participate.

8. Accountability

Someone must be assigned the responsibility for articulation. The cooperating districts could jointly fund a single coordinator, or each district could assign a separate person at each level. Instructional staff must have clearly defined responsibilities, and those who are coordinating the effort must clearly understand these responsibilities.

9. Competency-Based Curricula

Build competency-based curricula. Programs are easier to understand and to articulate when coursework and learning activities are built around the competencies to be learned and developed. With a competency-based curricula, instructors and curriculum people can better coordinate the educational experiences for students. A competency-based curriculum provides instructors the opportunity to have a common approach and a common language for planning.

10. A Common Focus on Mutual Goals Rather Than On Individual Turf

Make the student the top priority. Focus on goals, not on turf. Participants must be willing to work for the common good instead of to their own advantage. Start with issues that both institutions can agree upon and build on these. If turf problems occur, concentrate on the common goals and the good of the student. Compromise is the key. Compromising does not mean losing. Everyone wins through articulation.

Appendix H

Constituent Letters

WEST HILLS COLLEGE

Coalinga Campus
300 Cherry Lane
Coalinga, CA 93210
(209) 935-0801
1-800-255-1114

Coalinga Campus | North District Campus | Kings County Campus

PRESS RELEASE

January 9, 1989

TO:

FROM: West Hills Community College District
300 Cherry Lane
Coalinga, California 93210
(209) 935-0801

Contact Person: Dr. Pamela Hawkins
Director of Development

FOR IMMEDIATE RELEASE

WEST HILLS COLLEGE RECENTLY RECEIVED A $5,000 SEARS KEEP AMERICA WORKING (KAW) PLANNING GRANT FROM THE SEARS ROEBUCK FOUNDATION.

THE GRANT WAS AWARDED TO THE COLLEGE IN SUPPORT OF THE COLLEGE'S EFFORTS TO FORMALIZE TECHNICAL VOCATIONAL ARTICULATION AGREEMENTS WITH ITS FEEDER HIGH SCHOOLS, AREA BUSINESSES AND INDUSTRY.

ARTICULATION, A PLANNED PROCESS THAT FACILITATES THE TRANSFER OF HIGH SCHOOL STUDENTS TO POSTSECONDARY INSTITUTIONS WITHOUT THEIR HAVING TO DUPLICATE COURSES, EXPERIENCE DELAYS, OR LOSS OF CREDIT, IS NOT A NEW IDEA.

BUT INCREASING DEMANDS FOR OCCUPATIONAL EDUCATION TO BECOME MORE RESPONSIVE TO STUDENTS' AND EMPLOYERS' NEEDS, COUPLED WITH DECREASING ENROLLMENTS, TIGHTENING BUDGETS, AND THE RENEWED DEMAND FOR EDUCATIONAL EXCELLENCE HAVE PUT A NEW SPOTLIGHT ON CURRICULUM ARTICULATION AS A VIABLE ANSWER TO MANY OF THESE CONCERNS, ACCORDING TO THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION.

TO IMPLEMENT THE SEARS KAW PLANNING GRANT, WEST HILLS COLLEGE CONDUCTED A DAY-LONG, MODIFIED CHARRETTE, DEFINED AS AN INTENSIVE PLANNING PROCESS, ON DECEMBER 7, 1988. THE COLLEGE BROUGHT TOGETHER IN THE CHARRETTE, REPRESENTATIVES OF THE DISTRICT HIGH SCHOOLS, BUSINESSES, INDUSTRY AND COMMUNITY, TO WORK COLLABORATIVELY ON ANALYZING ISSUES AND IDENTIFYING SOLUTIONS.

THE CHARRETTE WAS FACILITATED FOR THE COLLEGE BY CENTRAL VALLEY RESOURCE DEVELOPMENT GROUP OF FRESNO, CALIFORNIA.

THE RESULTS OF THE CHARRETTE, SUMMARIZED IN A REPORT PREPARED FOR THE SEARS ROEBUCK FOUNDATION, WILL SERVE AS A PLANNING TOOL TO AID THE COLLEGE IN ITS SHORT AND LONG TERM DEVELOPMENT OF FORMAL ACADEMIC AND TECHNICAL VOCATIONAL ARTICULATION AGREEMENTS.

STATE OF CALIFORNIA—YOUTH AND ADULT CORRECTIONAL AGENCY GEORGE DEUKMEJIAN, Governor

DEPARTMENT OF CORRECTIONS
AVENAL STATE PRISON
#1 KINGS WAY
AVENAL, CA 93204

February 22, 1989

Dr. Pamela Hawkins
West Hills College
300 Cherry Lane
Coalinga, California 93210

Dear Dr. Hawkins:

I would like to thank you, the faculty, and staff for the opportunity to have been invited to participate in the Charrette that took place at West Hills College on December 7, 1988. I regret that I was not able to personally participate; however, I am proud that Avenal State Prison was represented and was able to have input. The staff of Avenal State Prison, and myself, pledge our support to such worthwhile projects and look forward to working with you in the future.

The summary of the Charrette was interesting and informative reading. I would have to say that the Charrette planning process was a positive outcome of a Community College moving forward to accept the challenge of leadership in preparing our youth to become productive members of society. I will share this report with my staff and forward any response they may offer.

If we may be of assistance in any future projects, or assist further in this project, please call.

A. A. GOMEZ
Warden

cc: Stan Atterberry

703 W. Dayton Avenue
Fresno, CA 93705
December 4, 1988

Mr. Stanley R. Arterberry
Co-President
West Hills College
300 Cherry Lane
Coalinga, CA 93210

Dear Mr. Arterberry:

Thank you for inviting me to participate in a modified Charrette regarding the grant from the Sears Roebuck Foundation Partnership Program. I was involved in vocational training in private business colleges in the Fresno area from February 1974 to December 1987. From my experience, there is a definite need for Community Colleges to be a part of this kind of program.

At the present time my work schedule during the day is from Wednesday through Sunday. I am off on Mondays and Tuesdays. I am sorry that I will not be able to attend the meeting on Wednesday, December 7, 1988, but would be able to attend meetings on my days off from work.

Sincerely yours,

Ampless L. Moore

Ampless L. Moore

ALM:m

TRUSTEES

Marion E. Wilson, President
Marvin L. Cunningham, Clerk
Donald J. Delaney, Member
Eugene J. Martin, Member
Robert R. Schweizer, Member

LEMOORE HIGH SCHOOL

Lemoore Union High School District

ALLEN O. GILKEY, District Superintendent
WILLIAM T. BLACK, Associate Administrator

101 East Bush Street
LEMOORE, CALIFORNIA 93245
(209) 924-9534

LEMOORE HIGH SCHOOL

Lupe Solis
Principal

SOUTH LEMOORE HIGH

David Ross
Principal

December 1, 1988

Dr. Pamela Hawkins
West Hills College
Development Office
300 Cherry Lane
Coalinga, CA 93210

Dear Dr. Hawkins:

Due to previous commitments, Mr. Solis, Mr. Gilkey, and I will be unable to attend your planning session on December 7, 1988.

The staff at Lemoore High School is extremely interested in pursuing an articulated 2+2+2 program with West Hills. Please keep us apprised of any progress toward the development of a 2+2 action plan.

The administration would also be interested in quarterly meetings with the administration at West Hills to discuss class offerings, curriculum planning, calendar coordination, and general mutual concerns.

Sincerely,

Bill Black

Bill Black
Associate Administrator

BB:cm

cc: Don Warkentin, Dean, Lemoore Center
Don Forth, Dean of Instruction

Appendix I

California Academic Partnership Program Acceptance Letter

The California Academic Partnership Program

The California State University • Office of the Chancellor • 400 Golden Shore, Long Beach, California 90802-4275 • (213) 590-5379

May 31, 1989

Ms. Pamela Hawkins
Director, College Development
West Hills Community College
300 Cherry Lane
Coalinga, California 93210

Dear Ms. Hawkins:

The 1989 CAPP Planning Grant proposals have now been reviewed. We are pleased to inform you that your proposal #454, entitled Articulated Mathematics Enrichment Program, has been selected by the CAPP Advisory Committee to be recommended for funding and participation in the 1990 implementation grant competition.

Official notification will be forthcoming in July, once the Governor has signed the budget and Chancellor Reynolds can take action on the Advisory Committee's recommendation. Of course, any funding is contingent on provision of adequate funding by the legislature for 1989-90. Because of the various sign-offs involved, your $4000 CAPP funding should arrive at your fiscal agent's office in August or September.

In the meantime, we are requesting a response to the following, which will aid us in better understanding your project proposal and plans. Please submit your response to me no later than Wednesday, June 21, so that we have them before presenting the selected proposals to Chancellor Reynolds.

1. What is the approximate number and demographic breakdown of underrepresented students who will be directly impacted by the project? (see definition of "underrepresented" on p. 2 of the RFP)

2. How will available resources be analyzed? (see pp. 8-9 of the proposal)

3. When will the school board resolution, approving district entrance into the grant agreement, be requested? (see p. 6 of the RFP) Note: needed after formal notification of the grant is received. You may want to add this to your timeline.

0455C Established and funded by the State of California (SB 813/AB 2398)

Public Schools, Grades 6-12 / California Community Colleges / California State University / University of California / Independent Colleges and Universities

Appendix J

Central Valley Resource Development Group Overview
Resume - Dr. Christine Johnson, Senior Consultant

Central
Valley
Resource
Development
Group

Program and Resource Development Consultants

CENTRAL VALLEY RESOURCE DEVELOPMENT GROUP

Central Valley Resource Development Group is a program and resource development consulting firm located in Fresno, California.

The firm consists of a group of highly trained, professional consultants, representing the fields of education, business, philanthropy, health, community and social services, psychology, law and politics. We bring over twenty years of professional experience to help you develop your programs and projects or gather information through client-specific research activities.

Our consultants attended and received degrees from some of the most prestigious universities throughout the country. Our clients include educational institutions, businesses, public and private agencies, not-for-profit organizations, civic and community organizations, and individuals.

We "invest our time in people." Therefore, Central Valley Resource Development Group will develop projects for clients only when we are confident that the project will be results-oriented and beneficial for the client. We understand that you judge us by "bottom line" results and that our success depends upon your success. We invest our time in you only after we have worked with you to conduct a careful analysis of each situation presented.

While many organizations have the expertise they need to develop programs and services, they frequently do not have the time or the technical knowledge to implement a new program or to expand their existing program.

At Central Valley Resource Development Group we provide you with a carefully planned and designed approach to developing your resources to meet your needs. Most of all, we deliver. After all, the bottom line is what counts.

For more information and results, call or write us today

Let's make a mutual investment today!

P.O. BOX 4314 • FRESNO, CALIFORNIA 93744-4314 • (209)224-5914

Resume

CHRISTINE JOHNSON
1211 E. Ashlan, #102
Fresno, California 93704
(209) 224-5914 Res.
(209) 226-0720 Bus.

SUMMARY OF QUALIFICATIONS

Professional history characterized by over 10 years of comprehensive and progressively responsible staff and administrative experience in the San Francisco Bay Area serving in diversified positions as Dean of Students, Counselor/Job Developer, Community College and University Instructor, Social Worker and Educational and Management Consultant.

EDUCATION

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles, California
Doctoral Degree - Higher Education and Administration

CALIFORNIA STATE UNIVERSITY, Fresno, California
Administrative Credential
Master of Arts Degree - Counseling and Guidance
Bachelor of Arts Degree - Social Welfare/Psychology

EXPERIENCE

STATE CENTER
COMMUNITY COLLEGE DISTRICT, Fresno, California 1988 - Present

Coordinator, Title III

Responsible for planning, implementation and evaluation for all administrative and developmental grants and coordinate HEA Title III activities for the two colleges of the district. Annual budget $700,000.

LANDMARK PROGRAMS, Tyler, Texas
Consulting Firm

Executive Director 1985 - 1988

Responsible for program development, contract negotiations, research, grant and proposal writing, staff training, career development seminars and fund-raising activities.

UNIVERSITY OF TEXAS at Tyler, Tyler Texas

Coordinator, Sponsored Research 1985 - 1985

Assisted faculty members to develop research projects for funding.

COLLEGE OF ALAMEDA, Alameda, California

Dean of Students 1978 - 1985

Chief Student Services Administrator, with responsibility for the development, direction, supervision and evaluation of all student services programs. Established career center; student enrollment management program; retention program; expanded services for high-risk students; Title III; and other special services.

Assistant Dean of Students 1976 - 1978

Administrative position directly responsible to the Dean of Students. Served as immediate supervisor for student service administrators and directed counseling program.

Counselor/Instructor 1974 - 1976

Dual counseling and instructional experience encompassing program planning and development. Provided instruction for group dynamics course. Established group counseling curriculum and new student orientation program.

CALIFORNIA STATE UNIVERSITY, FRESNO, Fresno, California
Ethnic Studies Department

Assistant Professor 1971 - 1974

Provided full-time instruction in psychology and group counseling. Established Basic Skills Program for Ethnic Studies.

Coordinator Live & Learn Center 1969 - 1970
Social Sciences

Administrative exposure included program evaluation, monitoring staff operations, in-service training, program development and budget administration and controls.

FRESNO COUNTY
ECONOMIC OPPORTUNITIES COMMISSION,
Fresno, California

Counselor/Job Developer 1968 - 1969

Provided counseling and job development activities for high school drop-outs. Established Case Management Program for Participants

FRESNO COUNTY SCHOOLS, Fresno, California

Social Worker 1967 - 1968

Social Worker for the Fresno County Schools, Head Start Department. Exposure included in-service training program development for aides and parents of children in the Head Start Program.

PROFESSIONAL ACTIVITIES

Women's Leadership Fellow, Bryn Mawr University
White House Fellow, Finalist
California Commission on Athletics, California Community Colleges
Statewide Evaluation for Educational Opportunities Program, California Community Colleges
Governor's Statewide Forum on Teen Pregnancy, Austin, Texas
Statewide Initiative for Economic Development, Austin, Texas
AAUW Education Foundation Grant - Teen Pregnancy, Washington, D.C.
National Council Resource Development
National Asssociation of Title III Directors
Advisory Board, International Center for Urban and Rural Education

CONSULTANT ACTIVITIES

CENTRAL VALLEY RESOURCE DEVELOPMENT GROUP
Fresno, California

Grantwriting and Proposal Development — 1988 - Present

TEXAS DEPARTMENT OF EMPLOYMENT COMMISSION
Longview, Texas — 1987 - 1988

Management Training

DEEP EAST TEXAS COUNCIL OF GOVERNMENTS,
Lufkin, Texas — 1987 - 1988

Management Consulting/Staff Training

TEXAS DEPT. OF COMMUNITY AFFAIRS/
TYLER METROPOLITAN YMCA
Austin, Texas/Tyler, Texas — 1986 - 1988

Five County/Regional Survey for Child Care Providers

NORTHEAST TEXAS CLUSTER YMCAs,/TYLER METROPOLITAN YMCA
Tyler, Texas — 1987 - 1988

Training-Building Collaborative Programs

TYLER INDEPENDENT SCHOOL DISTRICT
Tyler, Texas — 1987 - Present

Proposal/Grant Development/Program Evaluation

CITY OF FRESNO, Fresno, California — 1988 - Present

Proposal/Grantwriting/Project Development

EASTERN EDUCATIONAL ENTERPRISES
Baltimore, Maryland — 1985 - Present

Technical Writing Project Development and Evaluation

BLACK WOMEN'S EDUCATIONAL RESOURCE CENTER
Oakland, California — 1987 - Present

Strategic Planning and Project Development

WEST HILLS COMMUNITY COLLEGE DISTRICT
Coalinga, California — 1988 - Present

Grantwriting/Project Planning and Development

CALIFORNIA COMMUNITY COLLEGES
Sacramento, California — 1987 - 1988

Special Projects - Vocational Education
Technical Review Project Proposal

ENCINAL HIGH SCHOOL, Oakland, California — 1986 - 1988
Regional Occupational Program

Project Review: Integrating Basic Skills Into Vocational Programs

UNIVERSITY OF TEXAS HEALTH CENTER
Tyler, Texas — 1987 - 1988
Affirmative Action

Development of Career Development Package for Entry Level Employees

Appendix K

Budgetary Documentation

DISTRICT 17 EXPENSE WEST HILLS COLLEGE

DIRECT COST PROGRAM 6755 GRANT DEVELOPMENT PERIOD ENDING 05/11/89

FND	SUB FND	OBJ	SUB OBJ	DIRECT PROGRM	SUPP PROGRM	GRADE SPAN	LOC	RESP	FISCAL UNIT	YR	REG. BALANCE/ ADJ. BUDGET	YEAR-TO-DATE TRANSACTIONS	ENCUMBRANCES	ENDING BALANCE
01	0	5110	00	6755	0000	0	00	110	6120	00	PRO.SER./GRANTDEV/MAIN/DAY			
				BEGINNING BALANCE 07/01							.00	.00	.00	.00
AD	000012			SEARS ROEBUCK FOUND. GRANT					01/10		4,600.00	.00	.00	4,600.00
DP	008366			WHCCD REVOLVING CASH F 0011974					10/25		.00	500.00	.00	500.00-
PO	006155			CENTRAL VALLEY RESEARCH & DEV					10/06		.00	.00	500.00	500.00-
PO	006366			CENTRAL VALLEY RESOURCE DEV GR					11/17		.00	.00	2,050.00	2,050.00-
PO	006366			CENTRAL VALLEY RESOURC 0012034					11/22		.00	2,050.00	.00	2,050.00-
PO	006366			CENTRAL VALLEY RESOURC 0012034					11/22		.00	.00	2,050.00-	2,050.00
PO	006790			CENTRAL VALLEY RESOURCE DEV GR					02/27		.00	.00	2,050.00	2,050.00-
PO	006790			CENTRAL VALLEY RESOURC 0001551					03/22		.00	2,050.00	.00	2,050.00-
PO	006790			CENTRAL VALLEY RESOURC 0001551					03/22		.00	.00	2,050.00-	2,050.00
				CURRENT TRANSACTION TOTALS							4,600.00	4,600.00	500.00	500.00-
				ENDING BALANCE 05/11							4,600.00	4,600.00	500.00	500.00-
01	0	5210	00	6710	0000	0	00	110	2000	00	TRAVEL /FSCL OPR/MAIN/DAY			
				BEGINNING BALANCE 07/01							.00	.00	.00	.00
AD	000017			SEARS-ROEBUCK FOUNDATION GRANT					04/06		400.00	.00	.00	400.00
PO	006942			WHCCD CAFETERIA ACCOUNT					03/28		.00	.00	205.50	205.50-
PO	006942			WHCCD CAFETERIA ACCOUN 0002006					04/17		.00	205.50	.00	205.50-
PO	006942			WHCCD CAFETERIA ACCOUN 0002006					04/17		.00	.00	205.50-	205.50
				CURRENT TRANSACTION TOTALS							400.00	205.50	.00	194.50
				ENDING BALANCE 05/11							400.00	205.50	.00	194.50
				BEGINNING BALANCE 07/01							.00	.00	.00	.00
				CURRENT TRANSACTION TOTALS							5,000.00	4,805.50	500.00	305.50-
				• • •ACCOUNT TYPE TOTALS • • •							5,000.00	4,805.50	500.00	305.50-

102

PURCHASE ORDER

WEST HILLS COMMUNITY COLLEGE DISTRICT

0 CHERRY LANE • COALINGA, CA 93210 • PHONE (209) 935-0801

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

P.O. DATE	P.O. NO.
2/27/89	6790

THIS NUMBER MUST APPEAR ON ALL INVOICES, PACKAGES, SHIPPING PAPERS AND CORRESPONDENCE.

INVOICE IN TRIPLICATE

SHIP PREPAID TO ADDRESS ABOVE

ATTN: RECEIVING DEPT

NO CHANGE IN ... ARE TO BE MADE ... AUTHORIZED BY ... UNLESS OTHERWISE ... INVOICE. TERMS WILL ... NET 30 DAYS — F.O.B. DELIVERED

VENDOR

Central Valley Resource Development Group
P. O. Box 4314
Fresno, CA 93744-4314

VENDOR NO.

DATE REQUIRED	ACCOUNT NO.	REQUISITION:	DEL'Y LOC. CODE	SHIP VIA	TERMS
	5110 6755 00 110 6120	9081	Hawkins		

ITEM	QUANTITY	DESCRIPTION OF MATERIAL OR SERVICE	UNIT PRICE	AMOUNT
1	1	Completion of Program Summative Report for Sears KAW Planning Grant		$2,050.00

BO-1 Rev. 4/85

PURCHASING

REQUISITIONER'S COPY

CENTRAL VALLEY
RESOURCE DEVELOPMENT GROUP

P.O. Box 4314
Fresno, California 93744-4314
(209) 224-5914

STATEMENT

Professional Services:

Consulting services for West Hills College:

1. Development of Rural Vocational/Technical Educational Partnership Proposal (Sears Roebuck PDF);
2. Planning, coordinating and implementing Charrette Planning Process.
3. Preparing program summative report.

Dates of Service: May 13-15, 1988; Sept. 20, 1988 - February 3, 1989

Fees: $4,600 (Less $2550 previously paid)

Terms: $2050 now due pursuant to terms set forth in Professional Services Agreement.

Date: Feb 3, 1989

PURCHASE ORDER

WEST HILLS COMMUNITY COLLEGE DISTRICT

300 CHERRY LANE • COALINGA, CA 93210 • PHONE (209) 935-0801

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

P.O. DATE	P.O. NO.
11/17/88	6366

THIS NUMBER MUST APPEAR ON ALL INVOICES, PACKAGES, SHIPPING PAPERS AND CORRESPONDENCE.

INVOICE IN TRIPLICATE

SHIP PREPAID TO ADDRESS

ATTN RECEIVING DEPT

NO CHANGE IN PRICE OR TERMS ARE TO BE MADE UNLESS AUTHORIZED BY PURCHASING

UNLESS OTHERWISE STATED INVOICE TERMS WILL BE NET 30 DAYS — F.O.B. DESTINATION

VENDOR

Central Valley Resource Development Group
P. O. Box 4314
Fresno, CA 93744-4314

VENDOR NO.

DATE REQUIRED	ACCOUNT NO.	REQUISITION:	DELIV LOC CODE	SHIP VIA	TERMS
	5110 6755 00 110 6120	7945	Hawkins		

ITEM	QUANTITY	DESCRIPTION OF MATERIAL OR SERVICE	UNIT PRICE	AMOUNT
1	1	Professional Services - for consulting per attached statement		$2,050.00

BO-1 Rev. 4/85

PURCHASING

REQUISITIONER'S COPY

Central
Valley
Resource
Development
Group

~~Program and Resource Development Consultants~~

CENTRAL VALLEY
RESOURCE DEVELOPMENT GROUP

P.O. Box 4314
Fresno, California 93744-4314
(209) 224-5914

STATEMENT

Professional Services:

Consulting services for West Hills College:

1. Development of Rural Vocational/Technical Educational Partnership Proposal (Sears Roebuck PDF);
2. Planning, coordinating and implementing Charrette Planning Process.
3. Preparing program summative report.

Dates of Service: May 13-15, 1988; Sept. 20, 1988 - Feb 28, 1989

Fees: $4,600 (Less $500 previously paid)

Terms: $2050 now due; balance due pursuant to terms set forth in Professional Services Agreement.

Date: Nov. 1, 1988

P.O. BOX 4314 • FRESNO, CALIFORNIA 93744-4314 • (209)224-5914

PURCHASE ORDER

WEST HILLS COMMUNITY COLLEGE DISTRICT

300 CHERRY LANE • COALINGA, CA 93210 • PHONE (209) 935-0801

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

P.O. DATE	P.O. NO.
10/6/88	6155

THIS NUMBER MUST APPEAR ON ALL INVOICES, PACKAGES, SHIPPING PAPERS AND CORRESPONDENCE.

INVOICE IN TRIPLICATE

SHIP PREPAID TO ADDRESS ABOVE

ATTN: RECEIVING DEPT

PURCHASES ARE TO BE MADE ONLY AS AUTHORIZED BY ... UNLESS OTHERWISE INVOICE TERMS ... NET 30 DAYS — F.O.B. DELIVERED

VENDOR

Central Valley Resource Development Group
P. O. Box 4314
Fresno, CA 93744-4314

VENDOR NO.

DATE REQUIRED	ACCOUNT NO.	REQUISITION:	DELIV. LOC. CODE	SHIP VIA	TERMS
	5110 6755 00 110 6120	7962	Hawkins		

ITEM	QUANTITY	DESCRIPTION OF MATERIAL OR SERVICE	UNIT PRICE	AMOUNT
1	1	Professional Services		$500.00

BO-1 Rev. 4/85

PURCHASING

REQUISITIONER'S COPY

Central
Valley
Resource
Development
Group

Program and Resource Development Consultants

September 9, 1988

West Hills Community College
300 Cherry Lane
Coalinga, California 93210

Attn: Dr. Pamela Hawkins

This is to follow up our conversation regarding the SEARS PARTNERSHIP project. We are aware that the amount of the award has been reduced to $5,000.00 and therefore, our original agreement must be changed.

Based upon our conversation, we are agreeable to and will accept $500.00 for the professional services related to the SEARS PARTNERSHIP grant.

Please be advised that we can be available to work with you in implementing the revised project and will contact you concerning your interest in this regard.

Thank you for allowing us the opportunity to serve you.

Sincerely,

Christine Johnson

Christine Johnson
Senior Consultant
Program Planning and Development

ljwm

P.O. BOX 4314 • FRESNO, CALIFORNIA 93744-4314 • (209) 224-5914

APPENDIX L

Will be forwarded under separate cover.

ERIC Clearinghouse for
Junior Colleges FEB 9 1990